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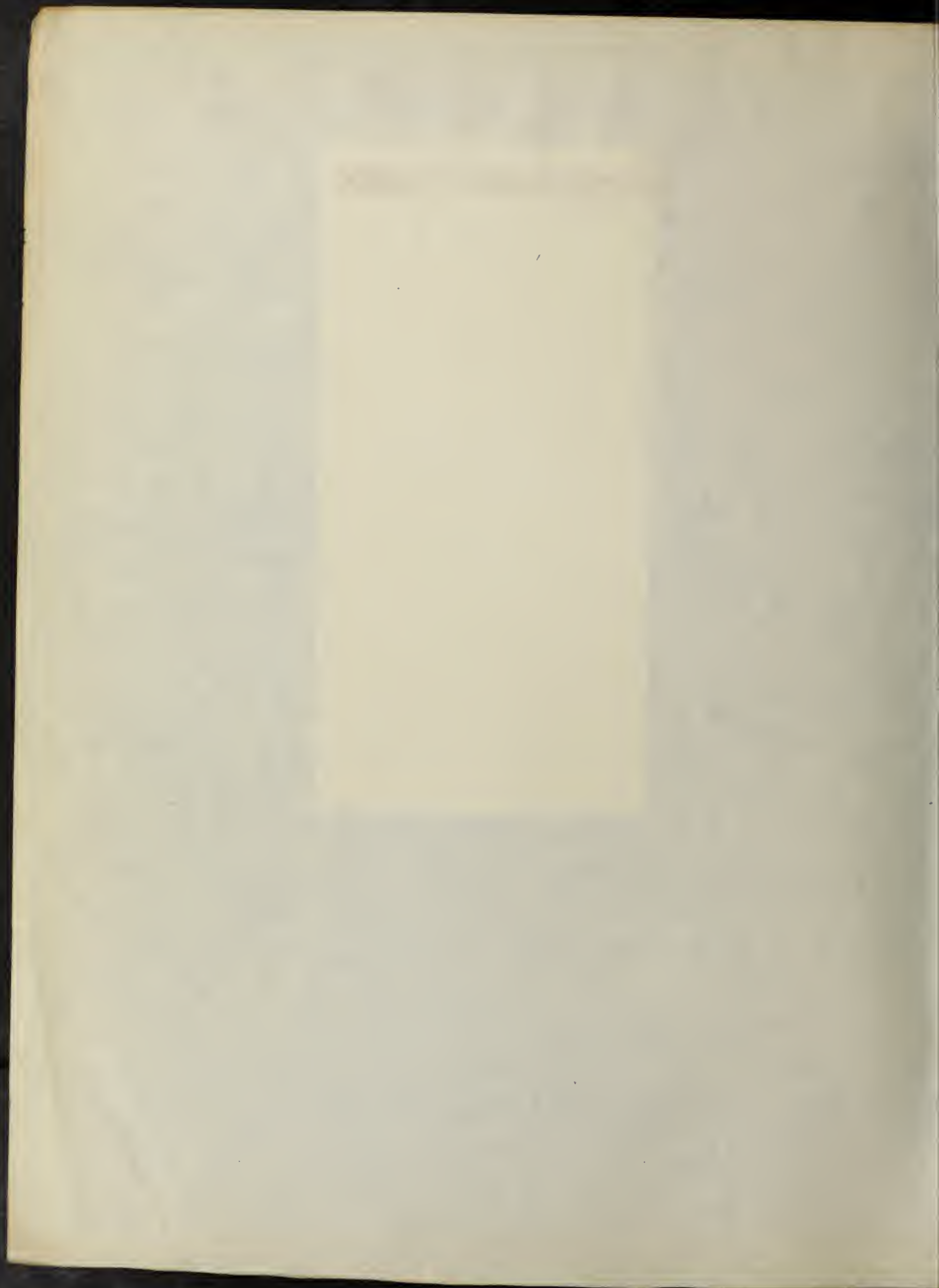
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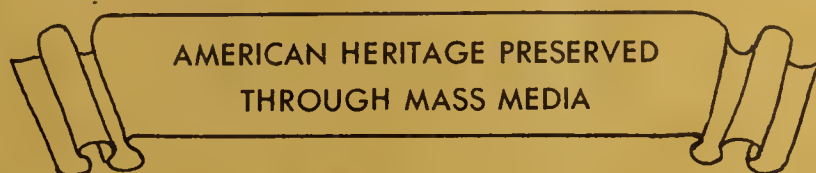
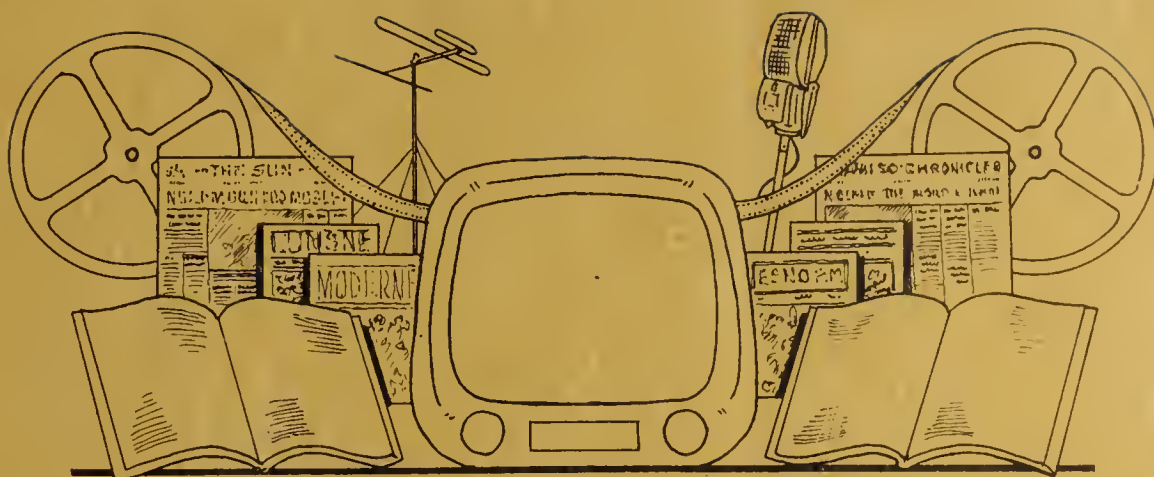
University of Illinois Library

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A Group of
EDUCATIONAL AND SOCIAL PROJECTS
WITHIN THE STATE OF ILLINOIS

Presentation to
THE FORD FOUNDATION
by the

ILLINOIS COUNCIL on MOTION PICTURES, RADIO, TELEVISION & PUBLICATIONS
ON BEHALF OF ITS
COOPERATING ORGANIZATIONS



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ILLINOIS COUNCIL

ON MOTION PICTURES, RADIO, TELEVISION & PUBLICATIONS

130 North Wells Street - Chicago 6, Illinois - Telephone State 2-6892, Ext. 12

September 19, 1952

Mr. C. Scott Fletcher, Chairman
Fund for Adult Education
Ford Foundation
914 East Green Street
Pasadena, California

Dear Mr. Fletcher:

This Council is dedicated to an important and far-reaching field of adult education. It seeks to arouse interest on the part of citizens of all areas in the state of Illinois to concern themselves with the standards of motion pictures, radio, television productions, and the type of comic books and certain other publications which are currently available to the public -- with particular interest in their impact upon children and youth.

The enclosed Bulletin (pages 6 and 7) briefly sets forth the Council's purposes and structure. The affiliations of leaders who are giving their time and effort to this movement are listed on pages 14-19.

Some time ago the Council's attention was directed to a statement by the Board of Trustees of the Ford Foundation, emphasizing the importance of the mass media -- their effect and influence upon the home, the church, and our educational institutions; and the great need for constructive and effective use of such media.

With a deep interest in the development of educational and cultural programs, and a desire to offer some contribution to your splendid efforts, we submit herewith a cross-section of interesting stories concerning exceptionally worth-while projects which have been undertaken by a number of Illinois organizations. The stories included in this brochure are typical of the work of many other groups throughout the state.

If, as a result of your appraisal, you believe such material is useful for your purposes, I am sure that other state groups would submit brochures covering their special projects or the Council would gladly undertake to supplement this presentation.

All who are concerned with this major problem owe a debt of gratitude to the Foundation for initiating its "workshops" on radio and television, and for its comprehensive understanding and orderly approach to so many important problems.

Mr. C. Scott Fletcher

The Council recognizes, as does the Ford Foundation, that while the influence of the mass media upon the moral fibre and progress of America is of prime importance, we nevertheless are faced with a problem of first magnitude -- that of building good-will, understanding, and confidence among the peoples of the freedom-loving world. Basic to success in this respect is a correct and unbiased impression of the real life of America and of the faith, philosophy, and sincerity of a majority of its people.

Yours very truly,

/s/ LOUISE TRASK CONN
President

LTC:gk
Enclosures (2)

The Journal of the American Medical Association is published weekly, except on Sundays and public holidays, at the office of the Association, 535 North Dearborn Street, Chicago, Ill. The subscription price for the year 1912 is \$5.00 in advance. Single copies are sold at 15 cents. The Journal is sent free of charge to members of the Association. The Journal is published by the American Medical Association, 535 North Dearborn Street, Chicago, Ill.

THE JOURNAL OF THE
AMERICAN MEDICAL ASSOCIATION

CHICAGO, ILL.
1912

COPY

I L L I N O I S C O U N C I L

ON MOTION PICTURES, RADIO, TELEVISION & PUBLICATIONS

130 North Wells Street - Chicago 6, Illinois - Telephone State 2-6892, Ext.12

September 19, 1952

Mr. C. Scott Fletcher, Chairman
Fund for Adult Education
Ford Foundation
914 East Green Street
Pasadena, California

Dear Mr. Fletcher:

Supplementing the enclosed submission:

At a recent meeting of this Council a resolution was unanimously adopted asking the Ford Foundation to favorably consider the creation of a special Children's Production Workshop for motion pictures, radio and television stories which are suitable for children in the 4-8 year age bracket.

It is appreciated that commercial producers are necessarily concerned in profitable operations, and many are therefore reluctant to experiment with types of productions which are entertainingly wholesome, cultural, and inspirational for the child. However, this Council believes that once such types of productions are available, on a trial basis, public response will overwhelmingly support such programs. It is convinced that if the true American traditions are to be preserved, we must supplement the best teaching of the home, the church, and the school through the use of the mass media to reach millions of our children during their most impressionable years.

This Council will be glad to submit a number of stories as typical cross-section examples of what it believes to be appropriate material for a Children's Production Workshop.

As you know, the Children's Film Library, sponsored in 1946 by the Motion Picture Association of America, offers a supply of films for young people from 8 to 12 years of age. These were selected very largely from the best adult productions available at the time. However, there is no specialized effort to develop a reservoir of films, radio or television productions which are especially adapted for the age bracket 4-8.

In consideration of a long-range program, we feel that librarians, parents, teachers, and public-spirited citizens in all states will cooperate with such a workshop.

Most sincerely,

LTC:gk
Enclosure

/s/ LOUISE TRASK CONN
President

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TO THE DIRECTOR, BUREAU OF REVENUE, WASHINGTON, D. C.
FROM THE COMMISSIONER, BUREAU OF REVENUE, WASHINGTON, D. C.

Dear Sir:

Enclosed for you are two copies of a report
made by the Bureau of Revenue, Washington, D. C.,
on the subject of the proposed changes in the
tariff on certain goods.

Very respectfully,
John D. Thompson

Commissioner of the Bureau of Revenue

It is respectfully suggested that you should be
interested in the proposed changes in the tariff
on certain goods, as they will affect the
revenue of the Government.

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Commissioner of the Bureau of Revenue

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APPENDIX

"How We Got Better Movies in Glen Ellyn"

The Northwestern University Settlement

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TABLE 1

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THE AMERICAN LEGION AUXILIARY

Department of Illinois

REHABILITATION

THE VETERANS' CRAFT EXCHANGE

(Where Disabled Veterans Get
Steady Jobs Through the Sale
of Their Handicraft)

Submitted: Bee Allen
Department of Radio & TV Chairman
5407 N. Nottingham Avenue
Chicago 31, Illinois

Collaborator: Lucille Dowd, Director
Hospital Services & Training
35 East Wacker Drive
Chicago 1, Illinois

THE AMERICAN LEGION AUXILIARY
Department of Illinois

REHABILITATION

THE VETERANS' CRAFT EXCHANGE

"If it wasn't for the Exchange, I don't know what I'd do," the legless young man in the wheel chair said.

"I'm kept busier than I ever thought I could be since the Exchange began selling my work," the smiling, blind veteran said.

"We're really grateful for this help in making a livelihood for ourselves," the partially paralyzed former soldier summed up.

And quoting from a letter from one of our war nurses, she said: "I want you to know how much I appreciate your interest and particularly your service to all of us. We are--at least most of us, hard up, and what you add to our income means more than the people differently situated can imagine. Now good bye and God Bless you."

They were all referring to the Veterans' Craft Exchange, 30 West Washington Street, Chicago, Illinois. It was in December, 1937, that the American Legion Auxiliary, Department of Illinois, conceived the idea, and by convention action established the Veterans' Craft Exchange for the purpose of assisting the veteran rehabilitate himself by disposing of handicraft made by himself or his dependents, at a price established by him.

At the time the shop opened there were 90 exhibitors interviewed and their handicraft placed on display immediately. Today, there are 350 honorably discharged disabled men and women war veterans from 36 states who market their hand-made products through the Exchange which is incorporated not for profit, and sponsored by the state American Legion Auxiliary. Last year, approximately \$60,000 was returned to veterans.

Although rules of the Exchange require that exhibitors be in need, purchase of any of the large assortment of articles offered for sale is not charity. The merchandise is top grade and is sold cheaper than comparable articles in retail stores.

A list of items sold through the Exchange reads like a mail order catalogue index. There are aprons, ash trays, all types of baskets, birdhouses, book ends, book marks, bread boards, cigarette boxes, doiles, door stops, egg boiling sets, handkerchiefs, lapel pins, and laundry bags.

Leather goods make a heading all their own. Included in the list of plain and fancy work are belts, billfolds, coin purses, key cases, ladies' purses, make-up kits, and wallets.

Other items in the Exchange are pin cushions, plaques, pot holders, rugs, salt and pepper sets, sewing kits, shopping bags, stocking hangers, towels, and all sorts of toys...animals, clowns, and dolls.

Among articles which always bring a quick sale are the framed bird pictures which one veteran fashions from bird feathers. It is interesting to note that the feathers are imported from Mexico through interested friends.

THE UNIVERSITY OF CHICAGO
LIBRARY

THE UNIVERSITY OF CHICAGO
LIBRARY

THE UNIVERSITY OF CHICAGO LIBRARY
1215 EAST 58TH STREET, CHICAGO, ILL. 60637

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1215 EAST 58TH STREET, CHICAGO, ILL. 60637

Not only is the Exchange a worthwhile project for our disabled veterans but it also provides everyone an excellent place to buy fine articles. Anyone looking for unusual gifts is welcome at the Veterans' Craft Exchange.

In addition to the over-counter sales, each of the 942 auxiliary units in Illinois appoints a Craft Shop Chairman who may take out a large or small lot of shop articles on consignment basis to sell at regular meetings, social affairs, and carnivals. The entire purchase price is sent to the maker. The Exchange deducts a 15 per cent service charge to help pay shop maintenance expenses. All prices for articles are set by the exhibitors.

Most of the exhibitors, as the Exchange likes to call the makers of its articles, learned the trade by using shop facilities in veteran's hospitals. About half of the exhibitors are still in hospitals. Three-fourths are World War I veterans. The others are World War II disabled veterans, widows or dependents.

"We practically grew up from a card table," said Robert A. Birkey, a 42 year old World War II amputee. He has been shop manager for three and a half years, but earlier employees tell of its beginning in September, 1937.

The Exchange started operation in a small office at 203 N. Wabash Avenue, Chicago. The articles were shipped in and stayed in cartons until a customer appeared. Then a card table would be set up, box after box opened, and the articles put on the table for display.

About ten years ago the Exchange moved to its present location. In a space 24 by 60 feet we now see brightly painted counters, shelves, and storage cabinets which show off exhibitors' articles to the very best advantage.

The American Legion Auxiliary's Veterans' Craft Exchange invites anyone who qualifies to become exhibitors.

A cordial invitation is extended to one and all to personally visit the Exchange and see first hand how disabled veterans, so worthy of our interest, can find employment through the sale of their handicraft.

1870

My dear Sir,

I have the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the matter of the

above mentioned case, and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully,
Yours, etc.

Wm. H. Smith

1870

My dear Sir,

I have the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the matter of the

above mentioned case, and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully,
Yours, etc.

Wm. H. Smith

1870

THE AMERICAN HERITAGE PROJECT

of the

AMERICAN LIBRARY ASSOCIATION

The American Library Association, professional organization of more than 20,000 librarians, has been observing its 75th anniversary in 1951 and 1952. The observance is likely to reach out through many years to come and mean a great deal in the lives of many people....

"Instead of looking into its own past as a means of celebrating the ALA's 75th anniversary, it has been decided that the Association shall lead librarians and friends of libraries in a significant endeavor closely akin to the way libraries continually meet the needs of the people."

This statement came from Ralph E. Ellsworth, (Director of Libraries, State University of Iowa) Chairman of the ALA 75th anniversary committee in October, 1950, when the question was asked: "How shall ALA celebrate its anniversary?" He went on:

"At this important time, it seems to us that the thing we are best able to do is to help people do their own thinking on the very critical problems facing all of us as citizens. To achieve this end--to make this contribution--we will devote our anniversary year to a restatement of the American heritage in terms of present-day crises; to fostering a recognition of this heritage as ideas rather than dogma."

"Our objective is to stimulate general thinking on the problem of how to defend our freedom by understanding its origin and its application to the great problems of today. As librarians, we are competent in acting through the book and the idea. These then, will be our implements in seeking to reach our objective in our 75th anniversary year."

The undertaking was big in scope, and the objectives so general that a good deal of skepticism among librarians was anticipated and encountered by Ellsworth and his committee, but they were given a "go ahead" and started to implement the idea and encourage participation.

First, they went to Gardner M. Cowles, publisher of Cowles Publications, and editor of LOOK, Inc. and received from him a grant of \$10,000 to assist the anniversary project. Through this grant, they commissioned Gerald W. Johnson, well known journalist and author, to write a book which would "state, define, and show the significance of a number of problems that face all citizens today--and then show in a reasonable, honest and objective manner just what our heritage of experience and ideas contributes to a citizen's understanding of these problems." They also commissioned the noted historian, Henry Steele Commager to write a companion book--"an extensive source book of evidence on the topics covered by the Johnson book."

These two books were to be the chief implements to be used by groups or individuals interested in a detailed study of the American heritage. (Johnson's book, "This American People," and Commager's "Living Ideas in America" were published by Harper & Brothers in October, 1951).

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AMERICAN LIBRARY ASSOCIATION

David H. Clift
Executive Secretary

Lew Arnold
Public Relations Consultant

"The American Heritage Project"

Mrs. Grace Thomas Stevenson, Director

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THE UNIVERSITY OF CHICAGO

LIBRARY OF THE UNIVERSITY OF CHICAGO
540 EAST 57TH STREET
CHICAGO, ILL. 60637

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THE UNIVERSITY OF CHICAGO
LIBRARY OF THE UNIVERSITY OF CHICAGO
540 EAST 57TH STREET
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Then the committee organized a contest with a total of \$1,000 in prizes. Principally for librarians, the contest sought the best statements in two categories: 1. A statement illustrating the power of books to influence the lives of men and women; 2. A statement answering the question: "What are the problems that worry the citizen enough to make him come to the library for help?"

At the midwinter meeting of ALA in Chicago, January 30, 1951 to February 3, 1951, the plans of the committee were announced with the theme: "The Heritage of the U.S.A. in Times of Crisis." A kickoff dinner was attended by many of the 1,500 librarians attending the meeting. Speakers like Luther H. Evans, Librarian of Congress, and Walter H. C. Laves, former deputy general of UNESCO explained the importance of the heritage program. Librarians were exhibiting enthusiasm but still wondered if they were able to tackle the big job of forming discussion groups in their communities.

Between January and the 75th Anniversary Conference, which brought 5,000 librarians to Chicago July 8 to 14, the committee worked to encourage interest and to bring to the general sessions of the conference outstanding speakers who, in a scholarly fashion, would explore the various aspects of our heritage. Dr. John A. Wilson, professor of Egyptology at the Oriental Institute, University of Chicago, explained how a lifetime of study had convinced him that experience and not inheritance has created the successive world cultures. Jacques Maritain declared that world peace and enlightenment is the task of Christian reason and that the American people is the only body politic able to lead the way. Walter Laves discussed the present world situation in the light of our heritage, and Margaret Mead related the theme to the problems of teen-age youth; Senator Ralph E. Flanders of Vermont related it to problems of business.

At one of the sessions, Ellsworth awarded prizes in the anniversary contest, which had brought in a large number of entries, many of them since published as significant indications of trends in America.

Leading librarians who had considerable experience with such discussion programs presented demonstrations of adult discussion techniques. The climax came with announcement by the executive secretary that the Fund for Adult Education, an independent organization established by the Ford Foundation had asked ALA to accept a grant of \$150,000 "to assist public libraries in conducting experimental programs of adult discussion on the American heritage and its contemporary application.... to stimulate general thinking on our freedoms by understanding their origin and their application to the great problems of today. The approach is to help the American adult to decide what he stands for."

Here was substantial support for the adult discussion program which would enable the American Library Association to give direct assistance to librarians in providing the heritage study opportunities for their communities.

But two phases of the anniversary committee's preparatory activities were still to be completed. Ellsworth had made contact with 75 national organizations like the General Federation of Women's Clubs, Kiwanis, American Legion and others to urge participation by their community groups in the heritage study programs at local public libraries. Now, he informed them that with the Fund's grant, a project committee would take over and formulate the program in which they could take part.

Finally, National Library Day was celebrated throughout the country to focus public attention on the public library, and emphasize community discussion groups on the heritage theme. President Truman called attention to the observance in a message which felicitated librarians on the 75th anniversary of the ALA, and urged Americans to participate in celebration of National Library Day. He also praised librarians for undertaking the heritage study project and declared:

"I earnestly hope that every citizen will join in this endeavor under library leadership because such understanding of our heritage will help Americans to think through the major problems of these critical days."

October 4, 1951 was officially proclaimed National Library Day by the Governors of 27 states and Puerto Rico, and by scores of mayors. In hundreds of communities, newspapers and radio programs described the service of libraries to the community. There were civic dinners, open house celebrations and exhibits marking the occasion throughout the country. Special ceremonies were held in Philadelphia, the city where the ALA was founded.

In October, too, the American Heritage Project of the American Library Association was launched. Mrs. Grace Thomas Stevenson, widely known for her work as head of the Adult Education and Film Department of the Seattle Public Library, was selected to be director. A committee representing some of the most experienced people in adult discussion techniques met in Chicago to outline with Mrs. Stevenson the methods to be used.

Six demonstration areas were carefully chosen to represent a variety of library situations and population characteristics. These were: New York Public Library, Denver Public Library, Athens, Georgia Regional Library, Los Angeles County Public Library, Vermont Free Public Library Commission, and La Crosse, Wisconsin Public Library.

Under direction of the project staff, a general training session was held in New York City for the demonstration area leaders October 8 to 12. Then, the project staff visited each of the areas to help train community discussion leaders in intensive seminars and assist in preparing and gathering the materials for the groups. Each area formulated the discussion programs in a manner selected by those involved.

In January, 1952, the discussion groups in these areas actually began.

At the Midwinter Meeting of the American Library Association in February--just a year after the kickoff dinner at which the anniversary idea was first set forth to the membership--Mrs. Stevenson was able to report that a successful beginning had been made.

Instead of the 50 discussion groups originally planned for the six demonstration areas, there were 105 groups actually meeting. Two additional state-wide programs had been added--Mississippi, and Alabama. Many libraries outside the demonstration areas had started heritage discussion programs, and requests for guidance and information were coming in to project headquarters from libraries throughout the country, concerning programs to start in the spring and next fall.

Mrs. Stevenson's report also had to do with the people participating in the discussion groups; and with the librarians who were providing them with the opportunity:

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"The most gratifying, most stimulating part of the program have been the people involved in it. The project has met with enthusiasm and energetic cooperation in almost every instance. Both librarians and community leaders have taken on extra duties, worked long hours, proven their skill and resourcefulness in organizing and developing the discussion groups. When midwest blizzards delayed the director's arrival at a preliminary conference in Mississippi, people who had come from all over the state waited for twelve hours, met until midnight, then drove 100 to 150 miles to their homes. Such things are heart warming, and they certainly strengthen your faith in the profession and the American people.

"What is the ultimate end we hope for? A better informed public certainly, with a surer knowledge and appreciation of what our democratic principles are, and what bearing they have on our present situation--a good discussion group needs no justification. Furthermore, a strong, wide-spread adult education program, under library sponsorship, should help to strengthen not only those libraries taking part, but the whole library movement."

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1891
The following is a list of the names of the persons who have been elected to the office of Justice of the Peace for the year 1891. The names are given in alphabetical order of their surnames.

1892
The following is a list of the names of the persons who have been elected to the office of Justice of the Peace for the year 1892. The names are given in alphabetical order of their surnames.

THE CHICAGO PUBLIC LIBRARY

Gertrude E. Gscheidle
Librarian

Mildred Bruder
Chief of Public Relations

"It's All Yours"

A Letter of Valuable Suggestions

III

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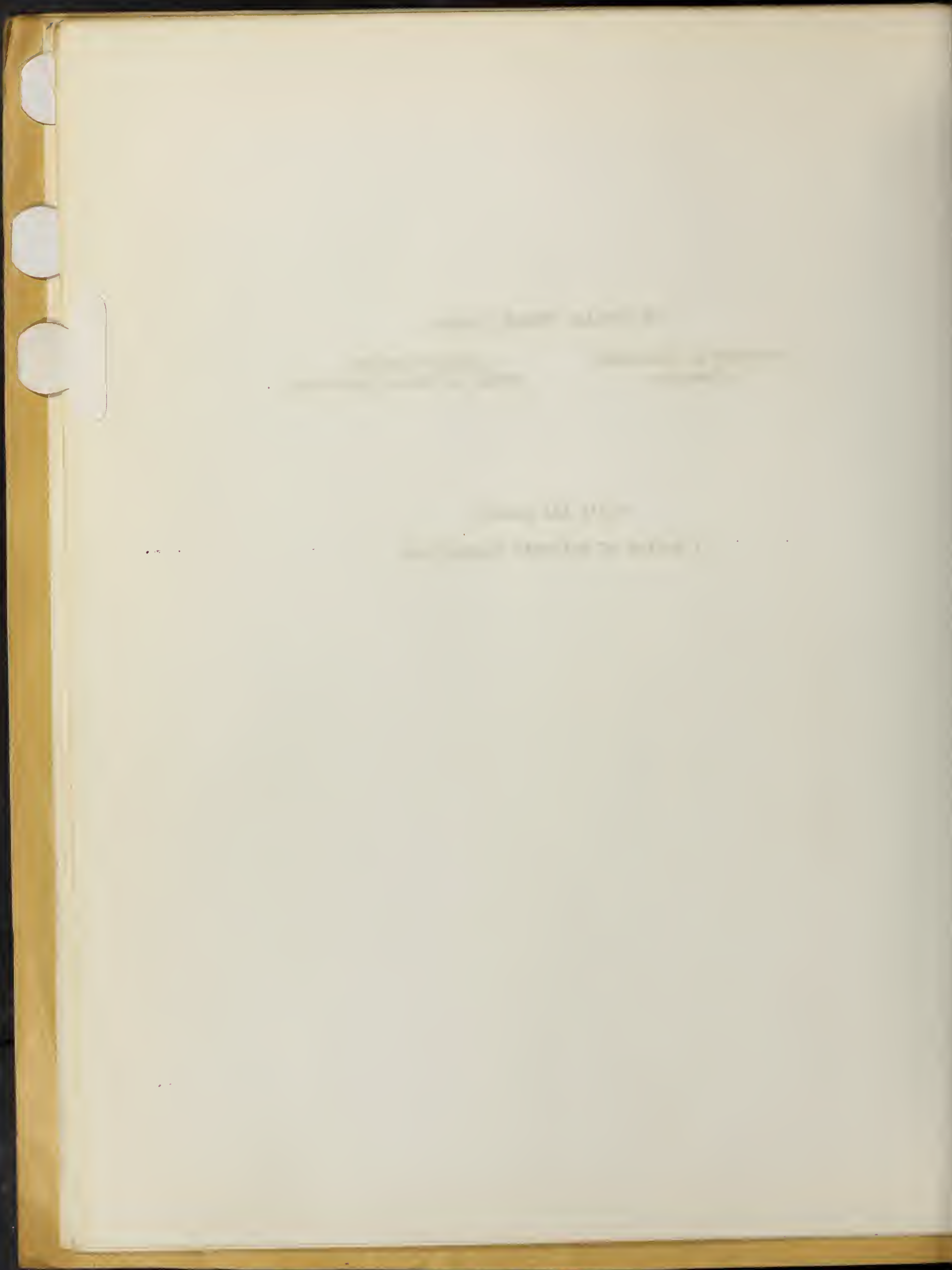
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THE CHICAGO PUBLIC LIBRARY

Gertrude E. Gscheidle, Librarian

February
Eight
1952

Miss Muriel Martin
Division for Youth and Community Service
Department of Public Welfare
628 East Adams Street
Springfield, Illinois

Dear Miss Martin:

We are in receipt of a letter from Louise Trask Conn asking that we prepare stories about the services of our institution that could be used for educational television programs, and which will be submitted to the Ford Foundation for possible consideration.

We are very much interested in cooperating with any and all programs of this type and would like to offer some suggestions about the types of materials and library services that might lend themselves to televising. For instance, a short feature called "It's All Yours" could show in dramatic form the many services of the library available to everyone in the community. Special services which lend themselves to television are services to the handicapped, including the use of ceiling projectors, bedside service, service to the blind, and service to the shut-in. Bookmobile service and children's story hours and summer reading games are also rich in visual and human interest materials.

We have many releases and feature stories that have been used to publicize the various services of the Chicago Public Library which could be used for source material if desired.

My own experience with television has been that each director and producer works in his own way with the local material supplied him and that he is not interested in "canned" material. I do feel that if some competent staff could produce a library service show and then have it filmed so that it could be used throughout the country on television programs at various times during the year it would prove to be of great value to both libraries and the public they hope to serve.

Sincerely,

/s/ Mildred Bruder
Chief of Public Relations

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THE UNIVERSITY OF CHICAGO
LIBRARY

1977

THE UNIVERSITY OF CHICAGO
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STORY OF THE CHICAGO WOMAN'S AID

Mrs. Norman Freehling, President

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THE UNIVERSITY OF CHICAGO
LIBRARY

THE CHICAGO WOMAN'S AID

Reminiscing is both the prerogative and the pastime of advancing years, and the Chicago Woman's Aid, in its 70th year, assumes this privilege. Yet, to look back, and, at the same time, be aware of the present and to anticipate the future is the unique attitude of the Aid.

In the year 1882 a number of young women met to form a group, the purpose of which was to take flowers to the ward patients of Michael Reese Hospital. This group called itself the Young Ladies Aid Society. They drew up a constitution and established by-laws. The dues were \$3 per year to be collected semi-annually. A Board of Directors was appointed and a motion passed providing that a member not be allowed to hold more than one office. The earliest activities of the Aid in the hospital consisted of purchasing supplies under professional advice and to subscribing to 7 magazines.

The early days were venturesome in the pattern of that day, although naive, perhaps, in the light of woman's role today. Early records are few but fore-sightedness is evident. Further community activities consisted of sewing for the needy, and of contributing to emergencies demanding financial help such as a gift of \$150 to the sufferers of the Johnstown flood.

As years went on and fields broadened, the name, "Young Ladies Aid Society" was changed to, "Chicago Woman's Aid." In 1892 a meeting was held and a motion passed that the work of the society be enlarged, and that an effort be exerted to acquire new members.

The first year book was published in 1898-99: a thin little book with a dark violet cover. It contained a list of past presidents, officers and directors, and members of 5 committees, the latter being Art and Literature, Philanthropy, Education, Social and Room.

While the obligation to the community was always a primary issue, there emerged an awareness that the Club, to function at its best, must also have a personal value to its members, and therein developed a pattern of programs for members. One of the most revealing aspects of the Club's awareness is the trend followed in programs which both supplement and direct intelligent thinking in terms of world affairs.

The Club was not committed to any given line of development, nor did it have any special religious or fraternal affiliations. It had but one purpose, to serve the community where needed with no regard to the personal beliefs of the beneficiaries.

As women became pioneers in social development, in the years of 1910-20, the Aid drew up within its own structure a three-fold plan of separate departments known as Art and Literature, Civics and Philanthropy, and Education. These three were the points of origin of all field work and club programs. As the years passed, changes occurred but, generally speaking, the procedure remains much the same.

We still have our Arts and Programs Department which presents luncheon programs to our members every Tuesday and Friday during the club year--programs of all types and on all subjects from the various fine and applied arts to community problems, from the analysis of world affairs to a scrutiny of local events--each program, whether presented by a national celebrity or by one or more of our members, designed to enrich the knowledge of our members and to implement the

The following is a summary of the proceedings of the American Medical Association, held at the Hotel New Yorker, New York City, on the 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, and 31st of May, 1934.

The first session was held on May 15th, at 10:00 A.M. The President, Dr. J. C. Brannan, presided over the opening exercises. The first business was the reading of the minutes of the previous year's meeting. The report of the Executive Committee was then read, followed by the report of the Finance Committee. The report of the Committee on the Code of Ethics was also read.

The second session was held on May 16th, at 10:00 A.M. The President, Dr. J. C. Brannan, presided over the opening exercises. The first business was the reading of the minutes of the previous day's meeting. The report of the Committee on the Code of Ethics was then read, followed by the report of the Committee on the Code of Ethics.

The third session was held on May 17th, at 10:00 A.M. The President, Dr. J. C. Brannan, presided over the opening exercises. The first business was the reading of the minutes of the previous day's meeting. The report of the Committee on the Code of Ethics was then read, followed by the report of the Committee on the Code of Ethics.

The fourth session was held on May 18th, at 10:00 A.M. The President, Dr. J. C. Brannan, presided over the opening exercises. The first business was the reading of the minutes of the previous day's meeting. The report of the Committee on the Code of Ethics was then read, followed by the report of the Committee on the Code of Ethics.

The fifth session was held on May 19th, at 10:00 A.M. The President, Dr. J. C. Brannan, presided over the opening exercises. The first business was the reading of the minutes of the previous day's meeting. The report of the Committee on the Code of Ethics was then read, followed by the report of the Committee on the Code of Ethics.

The sixth session was held on May 20th, at 10:00 A.M. The President, Dr. J. C. Brannan, presided over the opening exercises. The first business was the reading of the minutes of the previous day's meeting. The report of the Committee on the Code of Ethics was then read, followed by the report of the Committee on the Code of Ethics.

The seventh session was held on May 21st, at 10:00 A.M. The President, Dr. J. C. Brannan, presided over the opening exercises. The first business was the reading of the minutes of the previous day's meeting. The report of the Committee on the Code of Ethics was then read, followed by the report of the Committee on the Code of Ethics.

The eighth session was held on May 22nd, at 10:00 A.M. The President, Dr. J. C. Brannan, presided over the opening exercises. The first business was the reading of the minutes of the previous day's meeting. The report of the Committee on the Code of Ethics was then read, followed by the report of the Committee on the Code of Ethics.

work of one of our 57 active committees. A more intensive approach is evident in our study classes on International Relations, Legislation, French and Contemporary Jewish Affairs.

Active affiliation with some 32 community agencies give us a sort of partnership in the field of Public Affairs where, the year around, our committees try to improve Human Relations, Public Health, Public Schools, Housing, Courts and Jails, Public Recreation, Recreation facilities for under-privileged youth, etc. Supplies for recreation are sent to hospitalized veterans, and parties and volunteer service are provided at the U.S.O. This department has maintained a Red Cross Unit since World War I, a replica of which is on display at the Smithsonian Institute in Washington, D.C., and which produces thousands of surgical dressings, layettes and knitted garments for various hospitals in the city.

Our Welfare Department boasts of never having turned down a patient referred by a qualified social agency who needed eyeglasses or a plastic eye. Many dollars are raised for this purpose by collecting discarded eyeglasses. Hundreds of pages of Braille are transcribed for the blind each year--some of it on highly technical subjects--and sightless or visually-handicapped children and adults are entertained annually. It was the Chicago Woman's Aid which first equipped a sight-saving room in a Chicago public school, a project so successful that similar rooms are now in general use in our public school system. Hearing Aids are supplied for deafened people, scholarships of various types are made available to worthy students, and free milk is served in some of the public schools. In addition, our volunteers regularly man clinics in 3 hospitals and several Planned Parenthood Clinics, provide various services for the aged, teach English to newly-arrived displaced persons, and assist handicapped people to help themselves by holding sales of merchandise made by them in our club rooms.

Although the Chicago Woman's Aid adheres to a strict policy of not soliciting funds for our own purposes, we have been acclaimed as one of the most successful organizations in the city in raising funds for such overall drives as the Red Cross or Combined Jewish Appeal.

The Aid, which, after all, is but a composite of its more than 1250 members, has undergone the same social and economic changes as has the larger community. Probably one of the most gratifying aspects of all of our years is the knowledge that, not only have we followed trends which presented merit within themselves, but, better still, we have, with foresight, pioneered in many fields of social development. Though the direction of work changes with the times, the philosophy of intelligent and warm-hearted cooperation remains irrevocable. It is understandable that our members take pride in perpetuating a name and a place in the community which might well be the goal of any group.

COMMISSION ON HUMAN RELATIONS
City of Chicago

Thomas H. Wright
Executive Director

William H. Gremley
Director, Public Information

Robert MacRae
Director, Welfare Council

Eleanor T. Dungan
Director, Department of Education

Lucy Carner
Executive Secretary, Division on Education and Recreation

The four stories included in this brochure
are typical of the wide range of activity
of the Commission on Human Relations.

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UNITED STATES OF AMERICA

DEPARTMENT OF THE INTERIOR
BUREAU OF LAND MANAGEMENT

WATER RESOURCES DIVISION
NATIONAL WATER RESEARCH INSTITUTE
WASHINGTON, D. C. 20250
OFFICE OF THE DIRECTOR
WASHINGTON, D. C. 20250

REPORT NO. 1
NATIONAL WATER RESEARCH INSTITUTE
WASHINGTON, D. C. 20250

FOURTH CHICAGO CONFERENCE ON CIVIC UNITY
Commission on Human Relations

THE CONTRIBUTION OF RECREATION WORKERS TO CIVIC UNITY IN CHICAGO

Address by

Lucy Carner, Executive Secretary, Division
on Education and Recreation, Welfare Council
of Metropolitan Chicago

INTRODUCTION

Note that the subject is the recreation worker. We have talked much about recreation and that is right. Recreation agencies have made long strides in policy and practice in this field of human relations. We have our frame of reference as nondiscrimination, even acceptance. The real development of the kind of human relations that enrich individual lives and make for friendly communities depends now in large part on us as persons. How well do we understand our community, and world setting? What skill and insight can we muster as we help people relate to each other? Above all, how deep and how steadfast are our convictions?

Let us look for a moment at what we are trying to do. It is not the negative job of avoiding discrimination. It is a job of helping to develop through recreation 1) a respect for each person as an individual with rights and interests and taste, 2) a sense of the value of the contributions of different racial religious and cultural groups in our society, 3) a relationship on all levels from the play group to the Board of persons of varied backgrounds engaged in a common task.

OUR SETTING

The 1950 Census gives a graphic picture of the mixture of peoples in Chicago. The striking facts are not only the growth of the non-white population to the extent of 81% between 1940 and 1950, but to the spread of the non-white population throughout the whole city. All of us are involved in interracial relationship whether we will it or not. All of us therefore need the experience which recreation can provide of interracial relationships that are friendly and positively enjoyable.

Great gains have been made in the past decade despite such tragic events as the failure to uphold civil rights in Cicero and the long-drawn out battle for every inch of public housing or any housing that involves changing the make-up of the community. It is significant that Walter White in writing of Cicero says that it is time also for a "progress report." It means something to us, I think, that so many gains--right to vote, right to go to unsegregated schools and colleges, right to ride in any seat in a bus, the dropping of the glass curtain in pullman diners--have been consolidated by the action of the Supreme Court. Back of the Supreme Court decisions, however, have been persons--non-white and white, courageous, devoted--who have dared to challenge the status quo.

Our setting then provides us with the fact of people's mingling on an increasing scale, and with a frame-work of policy which favors equal human rights and opportunities.

SOME NEXT STEPS

In this setting some of our next steps as workers stand out clearly:

1. To be really aware of our communities. (Examples of different reports of

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The University of Chicago Library is pleased to announce the acquisition of a new volume in the series "The History of the United States" by James O. Easton. This volume, "The United States, 1800-1860", is a comprehensive history of the United States during this period, covering the years from the end of the Revolutionary War to the beginning of the Civil War. It is a valuable addition to the library's collection of American history books.

The volume is written by James O. Easton, a distinguished historian and professor at the University of Chicago. It is a well-illustrated and well-researched work, providing a detailed account of the political, social, and economic developments of the United States during this period. The book is available in both hardcover and paperback editions.

1965

The University of Chicago Library is pleased to announce the acquisition of a new volume in the series "The History of the United States" by James O. Easton. This volume, "The United States, 1860-1900", is a comprehensive history of the United States during this period, covering the years from the end of the Civil War to the beginning of the 20th century. It is a valuable addition to the library's collection of American history books.

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The University of Chicago Library is pleased to announce the acquisition of a new volume in the series "The History of the United States" by James O. Easton. This volume, "The United States, 1900-1960", is a comprehensive history of the United States during this period, covering the years from the beginning of the 20th century to the end of the 1960s. It is a valuable addition to the library's collection of American history books.

1965

The University of Chicago Library is pleased to announce the acquisition of a new volume in the series "The History of the United States" by James O. Easton. This volume, "The United States, 1960-1980", is a comprehensive history of the United States during this period, covering the years from the beginning of the 1960s to the end of the 1980s. It is a valuable addition to the library's collection of American history books.

the same community), and to see them in the context of the city as a whole and of the world today.

2. To consolidate the policies of the agencies with which we work. We are still slow in developing boards and commissions broadly representative of the community groups with which our agencies must deal.

3. To develop our skills and insights as group workers (note the workshop this summer at the University of Chicago.)

4. To grow the kind of personal conviction that will hold against opposition, that will keep us eternally at it, that will infuse policy with a contagious warmth, that will, when necessary, fire us to go beyond the accepted mores to new frontiers of human relationships.

PERSONAL CONVICTIONS

How do we grow convictions? I have been thinking a good deal about this and want to offer in all humility a few hints gleaned from observation and some experience. I hope the listing of these will not make them sound dogmatic--for certainly this is a subject not for dogma but for shared experience. For better or worse here are suggestions--to myself as well as you:

1. Go to the sources of inspiration that have meaning for you. Don't be afraid of the great charters of human dignity--the Bible, the Declaration of Independence, the Charter of Human Rights, biographies of brave and pioneering men and women.

2. Get to know people of background different from yourself--not as specimens or types, but as human beings from whom we can learn some of the subtler feelings that one cannot often get otherwise.

3. Expose yourself to the facts of injustice and suffering which occur with tragic frequency, despite our progress. Try to do something, however small, about them.

4. Cultivate an intellectual grasp of problems of intercultured and interracial relations in their broad setting as well as skill in dealing with conflict.

5. Assume responsibilities as citizens as well as recreation workers.

6. Examine ourselves, our policies, our practices--even if this is an uncomfortable thing to do. "The unexamined life is not worth living."

7. Practice what we do know--only so will our capacities increase.

NOT AS SOLEMN AS IT SOUNDS

The above sounds a bit heavy, I fear. But, we all know that for us, as well as for "the kids," expanding and deepening human relations are fun, and that the only satisfying life in the long run is one that grows in relation to other people and to our world.

Let me in closing quote a few sayings that express this better than I can:

Graham Taylor: "The educated man is the one who lets another age or race

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or culture into his life. For the uneducated man is the one who lives by himself alone, just as if no one had lived before him and no one were living around him."

John Dewey: "A cultivated imagination for what men have in common."

Peggy Church: "Now the Frontiers are all closed."

The Bible: "He hath made of one blood all the children of men for to dwell on the face of the earth."

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The inventory of the objectives set up by the Conference on Civic Unity of 1949 reveal in how many fields gains have been made and are in process of accomplishment under the direction of the Human Relations Committee, which has now expanded to eighteen members, representing every level of the teaching and administrative staff, Chicago Teachers College, the Department of Plant Engineering, the Recreation Division, and the Bureau of Lunchrooms. The Human Relations Committee now has a full-time secretary, operating from the Human Relations office in the Board of Education. This office is open for consultation and service at all times to parents, teachers, principals and community groups.

In addition to the long-range Human Relations program including the Pilot Schools project, four school centers for special research in human relations, the Human Relations Committee is concerned with rapidly increasing in-service training at every level of school operation; and recently has extended its study and planning to include curriculum, instructional materials, extra-class activities, pupils' social relationships, home-community problems and personnel. In cooperation with the Technical Committee, an inclusive study is being made of every aspect of human relations within the schools including evidence of tension and teacher training in the field of human relations. Additional research is being made of the overall picture in every school--what the human relations problems are and what the present programs consist of. A beginning step has been taken in the formation of a sub-committee to study and recommend instructional material to determine the extent to which they promote stereotypes, or in other respects contribute to group tensions.

Three joint meetings of the Education Committee of the Commission on Human Relations and the Human Relations Committee of the Chicago Public Schools within the past year and one-half were held to bring into clearer focus Chicago's human relations problems, to explore their solution together, and to strengthen working relationships between the two committees.

In-Service Training

Nowhere within the operations of the Public Schools has interest in human relations moved forward more rapidly than in the expanding of In-Service Training Program now permeating to the very level of the classroom teachers.

The years 1949-1952 have experienced the setting up of two Workshops on Curriculum Revision, with special emphasis on human relations. A Summer Workshop on Human Relations was held at the University of Chicago attended on a voluntary basis by 200 teachers, administrators, librarians, PTA members and representatives from civic and community agencies working on the problems of guiding school personnel in understanding Human Relations, providing the climate and opportunity for working together, to plan for good classroom intergroup relations, and to make practical recommendations to the Human Relations Committee.

Special half-day in-service training workshops for five hundred administrators have been held on school time. Two of the sessions during 1950-1951 were devoted to Human Relations.

District meetings have been held in Elementary Districts #7 and #8 and High School District #5. Thirty-five teachers, principals and district superintendents from Districts #7 and #8 have been meeting to study intergroup relations problems of their schools and developing practices and techniques to meet these problems.

The Superintendent's Bulletin of December 6, 1951, carried an announcement suggesting that each school form a human relations committee on a voluntary basis. Local human relations committees are being formed in many schools. Six experimental laboratory school centers have been established. One pilot school is centering its

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The first part of the report is devoted to a description of the work done during the year. It is divided into two main sections, the first of which deals with the work done in the laboratory and the second with the work done in the field. The laboratory work was carried out under the supervision of the Director and the field work under the supervision of the Assistant Director. The results of the work are given in the following sections.

The first section of the report deals with the work done in the laboratory. It is divided into two main parts, the first of which deals with the work done in the physical laboratory and the second with the work done in the chemical laboratory. The physical laboratory work was carried out under the supervision of the Director and the chemical laboratory work under the supervision of the Assistant Director. The results of the work are given in the following sections.

The second section of the report deals with the work done in the field. It is divided into two main parts, the first of which deals with the work done in the physical field and the second with the work done in the chemical field. The physical field work was carried out under the supervision of the Director and the chemical field work under the supervision of the Assistant Director. The results of the work are given in the following sections.

The third section of the report deals with the work done in the physical laboratory. It is divided into two main parts, the first of which deals with the work done in the physical laboratory and the second with the work done in the chemical laboratory. The physical laboratory work was carried out under the supervision of the Director and the chemical laboratory work under the supervision of the Assistant Director. The results of the work are given in the following sections.

The fourth section of the report deals with the work done in the physical field. It is divided into two main parts, the first of which deals with the work done in the physical field and the second with the work done in the chemical field. The physical field work was carried out under the supervision of the Director and the chemical field work under the supervision of the Assistant Director. The results of the work are given in the following sections.

The fifth section of the report deals with the work done in the chemical laboratory. It is divided into two main parts, the first of which deals with the work done in the chemical laboratory and the second with the work done in the physical laboratory. The chemical laboratory work was carried out under the supervision of the Assistant Director and the physical laboratory work under the supervision of the Director. The results of the work are given in the following sections.

The inventory of the objectives set up by the Conference on Civic Unity of 1949 reveal in how many fields gains have been made and are in process of accomplishment under the direction of the Human Relations Committee, which has now expanded to eighteen members, representing every level of the teaching and administrative staff, Chicago Teachers College, the Department of Plant Engineering, the Recreation Division, and the Bureau of Lunchrooms. The Human Relations Committee now has a full-time secretary, operating from the Human Relations office in the Board of Education. This office is open for consultation and service at all times to parents, teachers, principals and community groups.

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study on school-community relations, personal relations, and utilizing the Curriculum in developing better human relations. Another is dealing with problems of pupil adjustment in a school situation within a changing community. Outstanding ten-week Workshops on community problems for PTA Human Relations and World Understanding Chairman have been conducted for the past three years jointly by the Chicago Region PTA and the Human Relations Committee. For the past five semesters Chicago Teachers College has offered a course, "Human Relations for the Elementary School Teacher." The enrollment of this class in the present semester is 57. A manual on techniques of human relations is being prepared under the direction of the Technical Committee. The schools are being encouraged to experiment in new opportunities for building good human relationships through carefully planned inter-group experiences, directed toward meaningful learning situations. While inter-school visiting has by no means attained a satisfactory level of communication, there is some progress in this direction--city-wide council meetings are held, civics classes from various schools have forums, and the Companion-Plan Schools now include six elementary schools.

Curriculum Revision for Building Human Relationships

In the area of Curriculum, significant progress has been made in revision and implementation with regard to building good human relationships. The Curriculum Council established in May 1949 realizing that understanding of the purposes and objectives of the educational program required a basic policy upon which Curriculum can be carried out, took as this policy experimentation, exploration and evaluation in all Curriculum areas with the Tentative Statement of Philosophy as a base. Human Relations concepts embodied in this philosophy included education for all of the children of all of the people; development of profound respect for the dignity and worth of every human being regardless of racial, religious, economic, social or national background; and designated the school as a unifying agent serving to strengthen and coordinate the work of the home, church, and community. Among the nine major functions of living set up for study by the Scope and Sequence Committee was Building Human Relationships; developing attitudes of consideration for others; understanding oneself and others; learning and practicing the skills and activities which make for harmonious living with other people. Following this study, four centers for special research in human relations were established in elementary and high schools. Recently one of the curriculum pilot centers for Building Human Relationships situated in a community undergoing major population change conducted a demonstration in the use of social studies units dealing with human relations. The curriculum is undergoing revision. Committees composed of parents, representatives from the community, teachers, administrators and students are working on the preliminary stages of curriculum planning for integrating human relations into every facet of the curriculum.

A subcommittee on instructional materials is working on the problem of textbooks which promote stereotypes or contribute to group tensions. The Visual Aids Division and the Radio Council are cooperating with the Human Relations Committee. Radio Station WBEZ constantly sends to the schools programs with excellent human relations contexts, and deliberately utilizes in its programs "all of the children from all of the schools."

Personnel Practices to Promote the Program of Human Relations

Some gains have been made in efforts to promote good human relations through changes in personnel practices, although effort at the present time is concentrated primarily on studying how to effect these changes. Thought and consideration have been given to the making of conscious efforts to increasing intercultural contacts--one outcome partly due to the acute teacher shortage is that substitute teachers of every

racial, religious and cultural background are sent freely throughout the city on both elementary and high school levels.

An experimental project of voluntary exchange of teachers is scheduled to be tried out in one elementary school district to determine the value of such a procedure. Plans for stabilization of experienced teachers are under consideration. Teachers can no longer transfer in the middle of a semester, transfers being issued only during the first month of school. Careful thought is being given to requiring teachers to remain in first assignments for two years instead of one in order to slow up the rapid transfer of teachers out of schools in economically depressed or changing neighborhoods, and to give time for orientation and adjustment to the environment of the school and community.

Community-School Relationships

For developing deeper lines of communication and cooperation between the school and the community, both the Human Relations Committee and the Technical Committee are working jointly on several studies involving methods and techniques. Workshops on Home-School Relationships have been held. Teachers from one of the south side schools who attended the Human Relations Summer Workshop at the University of Chicago have formed a community advisory council including parents, clergy, teachers, the district superintendent, PTA members and the principal of the school. This council meets on school time, studies school and community problems, and recommends practical suggestions for solution.

The Hyde Park-Kenwood Community Conference Schools Committee, with delegates from the PTAs, teachers and principals, expanded and enlarged the Human Relations program in the schools of the district. Coordinating councils are functioning in several elementary school districts--several advisory and school-community councils are functioning both on the high school and elementary levels. The "Lighted School House"--social centers program--has been expanded and will continue to expand.

Colleges and Universities in the Chicago Area

Certain areas of significant progress are noted with respect to good human relations affecting colleges and universities in the Chicago area. Three conferences of administrators have been held in Chicago from 1949 to 1951 with reference to Fair Educational Practices. In November of 1951 representatives of 50 colleges and universities met to form a Model Statement of Policy, which was adopted unanimously at the Illinois Conference in November 1951 in which twelve areas of discrimination were specified and examined. All institutions of higher education in Chicago were represented at this Illinois Conference and thus involved in the passage of the Model Policy relative to discrimination in higher education.

There has been noteworthy increase in awareness on the part of college and university officials in Chicago with respect to nondiscriminatory policy of appointment to the faculties and staffs of respective institutions. All the higher educational institutions in the Chicago area participating in the self-audit sponsored by the Illinois Committee on Discrimination in Higher Education were able to point out to a greater or lesser degree an improvement in this area.

A great many higher educational institutions in the Chicago area have continued the work of many years in the field of intergroup relations and have developed new activities and projects such as interdepartmental work in human relations, special classes, and summer workshops.

Student groups from the Chicago area have been meeting regularly on their campuses in an attempt to implement the recommendations of the National Student Conference

on Human Relations held at Earlham College in 1951, where concrete recommendations were made. Campus human relations committees made up of faculty and student representation seek the implementation of the Model Policy recommendations in their own schools. A national foundation is presently investigating several colleges in the Chicago area to determine what steps have been taken to improve intergroup relations on the campus. Some progress has been made in the admissions and membership policies of professional campus organizations in the Chicago area, but much work remains to be done.

Vocational Education

Meeting with the Commission on Human Relations during 1950-1951 a representative committee from the Chicago area's 36 private commercial and business schools drew up a voluntary resolution setting forth the following: "That the private business schools of the Greater Chicago area hereby agree to accept for admission and enroll any applicant who fulfills the school's regular entrance requirements regardless of that applicant's race, color or religion. That these schools further agree to offer instructions to all students in the same classes regardless of race, color, religion or nationality background. That these schools further agree to practice a policy of general nondiscrimination in all matters pertaining to admission, instruction and job placement." This resolution was sent to all 36 schools of the Chicago area which to date have responded as follows: 13 are in complete agreement with the resolution and now pursue a policy in complete accord. Ten are in agreement and will sign the resolution when all sign. Four schools have some reservations. One school is irrevocably opposed and will sign under no consideration. Eight schools have not indicated their attitude to date. At least four of the leading commercial schools have opened their facilities to all qualified persons regardless of race.

Community Education

Community education has been greatly advanced by the numerous workshops and conferences on human relations organized and presented not only by the schools, colleges and universities, but also by labor organizations, teacher's union, civic organizations representing every race and religion and the professional human relations organizations.

Successful interracial workshops focusing on the responsibility of the Church in the Changing Community have been held, out of which have emerged techniques in community group dynamics for organizing the community to meet its responsibility of integration.

The Commission on Human Relations has consistently spent great efforts on stimulating and assisting selected communities undergoing population changes in their process of self-education for facing and solving the human relations problems involving dispelling of fears by education, integration of new neighbors into the full life of the community, and maintaining community standards. The Commission has assisted in the development of techniques for community education, and has cooperated in workshops on Community Human Relations to this end.

Schools Under the Archdiocesan School Board

In the three-year period, 1949-1952, noticeable progress has been made in the field of human relations in the Catholic Schools of Chicago. The most encouraging factor is the awareness on the part of Catholic educators that human relations problems do exist in the elementary and high schools and a felt willingness of these teachers to correct the un-Christian attitudes and prejudices that lie in the minds and hearts of their students.

Of the more than fifty schools cooperating in this survey, three-fourths of them lie in changing or tension areas--changing because of the movement of the Negro population into that community; tension because of the introduction and rejection of minority group students in these schools.

Much evidence is given to show that while there is no organized human relations program throughout the Catholic School System; many individual schools have definite methods for solving human relations problems as they arise, and have techniques for integrating the student body. This is particularly noticeable in the efforts made to integrate the student body, where the school population is undergoing change.

With regard to teaching of religion and sociology, emphasis is placed on the fact there is but one race - the human race: that a realization of the brotherhood of all alone can bring harmony and well being. Students are urged to participate in civic projects where other racial groups are represented. Frequent attendance at forums on social problems is encouraged. Several schools have student committees to deal with human relations problems. Foremost in importance as the result of the survey are the recommendations made by more than half the principals of the parochial schools for a Workshop on Human Relations, out of which should develop a number of recommendations to be presented and discussed at the three-day Institute for Elementary Teachers to be held late in the summer.

Conclusion

What can we say in conclusion--the record of the past three years can be pointed to with pride, but we cannot afford to complacently pat ourselves on the back and relax. Truly, we have started to build our structure, but even the framework is still pretty wobbly. We are only at the beginning of building that beautiful temple wherein every man, woman and child in our fair Chicago can grow to his full stature regardless of where he was born, what his religion or the color of his skin may be.

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FOURTH CHICAGO CONFERENCE ON CIVIC UNITY
Commission on Human Relations
City of Chicago

GAINS IN HUMAN RELATIONS IN PUBLIC INFORMATION
William Gremley, Acting Director
Department of Public Information

In 1945, when the Commission first initiated a public information policy, the broad objectives of that policy were defined as follows:

1. To provide information to public information agencies on constructive occurrences and aspects of intergroup relations in Chicago.
2. To gain the cooperation of those agencies in interpreting to the public the activities and aims of the Commission and of other civic groups engaged in human relations work.

In general, those broad objectives of seven years ago still remain the Commission's objectives of today and can serve, as a point of departure, not only to consider some of the gains made in public information since that time, but also to define a frame of reference for what we mean by "human relations in public information."

The phrase itself can mean many things to many people, but specifically we use it to include the following points.

1. General news about or of particular interest to minority groups. This may include items such as the covering of activities of some group such as the Urban League or the Japanese American Citizens League, the reporting of news about some figure such as Ralph Bunche, or the coverage of some racial or religious violence situation.
2. The usage of various stereotypes in press, radio, TV or theatre tending to portray minority group people in some inferior manner.
3. The subject of racial identification in crime news, sometimes known as "race-labeling."
4. The employment of qualified minority group people in public information agencies at one level or another.

There are other and more minor points which do not quite fit into the above, but these four are the more important items which we can assume make up the bulk of human relations in public information.

Using both these points and the Commission's public information objectives as a frame of reference to define gains, we can list the following categories as areas in which significant advances have been made over the past seven years as well as those in which problems still remain to be faced and solved:

1. The handling of racial or religious violence news

We can assert with great emphasis that, in this area we have one of the major gains, not just over the past seven years but since 1919 when, following the race riots of that year, the press, as a whole, was not aware of its responsibility in that incident. This handling has so greatly improved that the question is no longer and has not been for many years a negative one of "keeping rumors and false reports out of the news." Rather, it is the far more constructive approach of "how best can public information

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agencies handle a riot situation so as to give all the news, yet not unwittingly aggravate the violence."

I say "unwittingly" for we know that no major press, TV, or radio agency in Chicago today would knowingly aggravate such situations. The Cicero disturbance of last summer is a case in point. The Chicago press, radio and TV agencies on the whole did a good job of factual reporting of that incident.

The Commission's role, as you know, in racial violence incidents is to supply press and radio with the facts as we see them from the viewpoint in which we are specialized and competent. Our approach to the handling of such news is the same as that of the news agencies themselves; that is, the objective and factual reporting of such news.

Certainly, a major gain has been the editorial comment by all papers that have followed the various major racial disturbances in Chicago and the Chicago area of recent years. The Airport Homes, Fernwood, Peoria Street, St. Lawrence Avenue, and Cicero incidents all provoked strong and courageous editorials condemning those occurrences. In addition, considerable constructive editorial comment has been made by various radio and TV news commentators following such occasions.

2. Employment of minority group members in public information agencies

Press

While the hiring at some levels of qualified minority group persons is still limited and usually in a "special case" category, there have been several encouraging gains, all made in the last five or six years. Negro newsmen are now employed on three of the four major Chicago dailies. The fourth had arranged for a Negro newsman to take a reporter's job in the fall of 1951, but the man did not join the staff out of considerations other than race. Specifically, there are a reporter, a sports writer, a rewrite man, and several copy boys at the city-room level. In at least two, and possibly all of the four dailies Negroes and other minority group people are employed in advertising and circulation offices as clerical workers. On the technical level a total of at least sixteen Negro compositors are employed with the dailies, as well as with several community papers. This latter development has taken place only in the last three years and, according to an official of the Chicago Typographical Union, Local #16, without fanfare or untoward incidents of any kind. These are important gains and deserve acknowledgement as steps particularly toward the ultimate time when a minority group newsman can present himself for employment to a Chicago metropolitan daily and expect to be judged solely on his qualifications and the paper's need.

Radio

Employment gains in radio have been mostly on the entertainment level with little or no change regarding staff jobs. Several Negro disc jockeys have been and are currently on the Chicago scene over the past seven years and Negro news broadcasters have been on the air on Chicago stations.

The American Federation of Radio Artists has been particularly active in efforts to achieve for Negro performers full employment in radio and television casting. AFRA in itself has no racial, religious or ethnic membership restrictions. At present the Chicago AFRA office is beginning a movement in the Chicago area to induce the employers of talent for radio broadcasting to give equal consideration for all radio roles on the basis of talent rather than color.

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TV

In this comparatively new field it is somewhat difficult to assess progress in merit hiring. A survey made of key people connected with TV stations in Chicago indicated that, as a matter of hiring policy, there were no fixed inter-group barriers. Some minority group members are located in such departments as mail messenger, continuity, and clerical, but not in sufficient numbers to indicate a widespread pattern of merit hiring.

On the entertainment level, the picture is quite obvious. Negro talent of many kinds, for example, - despite the views of the Governor of Georgia - can be seen on numerous TV shows.

Regarding technical jobs, the situation may be complicated by union policies of discrimination. Union membership is a must for many technical skills. If Negroes are barred from the union, there is no way, despite qualifications, they could be hired by the station.

3. Identification by race in crime stories

Six years ago the Commission spelled out its approach toward this problem. In the 1946 report concerning race labeling, the Commission contended that: (1) the carrying of race labeling in a news story added nothing to the story per se; (2) it tended to develop a stereotype of thinking for example identifying Negroes with crime; (3) it aroused fear and suspicion of all Negroes by the readers; (4) it tended to arouse antagonism against minority groups; and (5) it developed a sense of shame and personal suffering in the minds of the members of these groups.

The Commission then recommended the dropping of race labeling as a policy and practice. Shortly after this report, three of the four metropolitan papers discarded this practice - a notable gain in this field. More recently, however, one of the three has returned to the practice to some degree. As the Commission stated in the 1946 Report, "The unfinished task is the accomplishment of complete elimination of race labeling in crime news in all Metropolitan newspapers and an expansion of news coverage of constructive activities of minority groups."

That objective still remains today as a basic Commission aim.

4. Press articles dealing with minority group problems

At some time or another in the past seven years, all Chicago dailies have dealt frankly and courageously with intergroup problems regarding housing, employment, population movements, education, etc. Thoughtful feature articles have appeared from time to time to increase our understanding of these basic problems.

5. Radio and TV Programs

With some few exceptions, radio and TV programs today are singularly free from the stereotypes of the past which portrayed minority group people as menials or buffoons. The TV code of the National Association of Radio and Television Broadcasters dealing with this subject reads as follows:

"Racial or nationality types shall not be shown on television in such a manner as to ridicule the race or nationality."

For the most part TV stations have followed this code. An exception has been the presentation of ancient movies containing such stereotypes, and a recom-

mentation covering this point is included in the list of suggested recommendations.

Regarding many TV and radio programs in the Chicago area, some notable gains have been made over the past seven years.

1. The presentation of such programs as The Quiet Answer, Destination Freedom, Democracy - USA, the "package" dramatic series of the Institute for Democratic Education, and others - programs that have frankly and courageously analyzed or dramatized intergroup problems in Chicago.
2. Discussion programs of a panel discussion or interview type. Numerous shows centered around these problems have been presented, some on public service time, others on sponsored time. Many of these programs were arranged and presented in cooperation with the Commission, and we would like to express our deep appreciation to both radio and TV stations for the many courtesies and cooperation we have received.

6. Human Relations courses for newspaper men

Mr. Kennedy has already spoken of the course given at his newspaper. For the record we would like to cite it as a gain that has contributed much to the proper understanding and perspective of intergroup problems.

7. News of Minority Group Athletes

In all sports sections of the Chicago dailies, almost completely equitable treatment has been achieved of sports figures regardless of color, creed, or national origin. We rarely hear any more, for example, of the so-called "white hope" who somebody or other is grooming to defeat a Negro ring champion. Negro athletes such as Althea Gibson, Harrison Dilliard, Minnie Minoso, Larry Doby, and many others have taken their place on the sports scene in much the same manner as any other athlete of other groups.

8. Classified want-ads

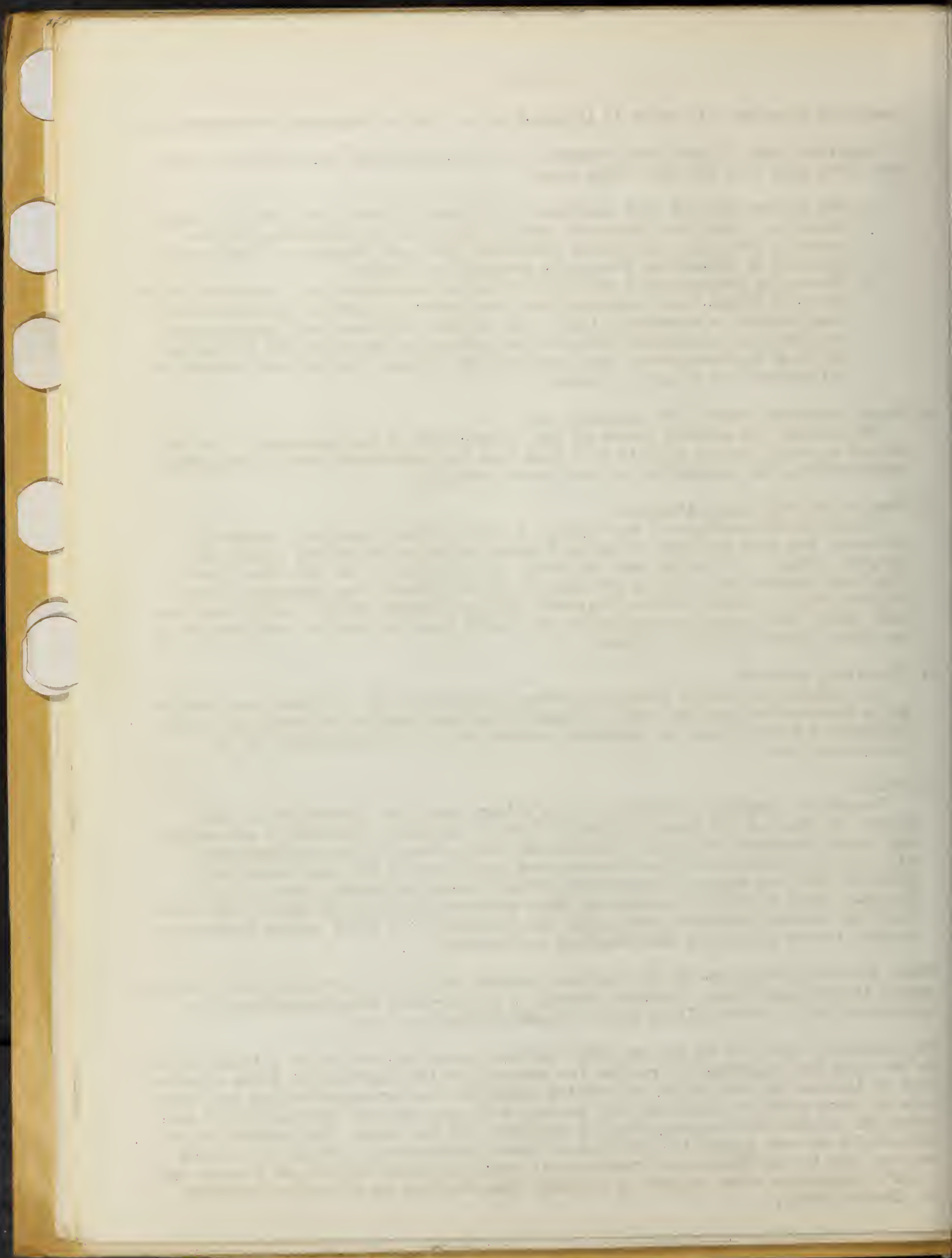
The refusal by certain dailies to accept help-wanted ads or resort ads specifying a restriction based on race, religion or national origin is another gain and indicates a trend toward the complete elimination in such ads as well as in real estate ads.

9. Theatre

Though not limited, of course, to the Chicago area, the production of such movies as "Home of the Brave," "Pinky," "Lost Boundaries," "The Well," and others and their reception in Chicago theatres has been a most encouraging development. All of these movies were box-office success - and none of the predictions of friction that was supposed to accompany their showing in Chicago came to pass. The many human relations documentary films produced and shown in Chicago and elsewhere is another important gain in the use of movies as a vital public information channel toward intergroup understanding and harmony.

These subjects covered do not by any means exhaust the list of accomplishments in the public information field. Problems remain, of course--many already mentioned as unfinished goals, others listed in the recommendations you have.

In relation to the past no one can deny that the record is good and is getting better. We are only just beginning to realize the potency for the improving of human relations that is inherent in our public information channels. As our understanding and awareness of these problems increase, that potency will more and more be transferred into effective weapons for changing people's attitudes for the good. For inspiration and stimulation to work toward the solution of those problems still facing us, we need only to look to our democratic traditions of equal treatment for all and respect for a man's dignity as a man and not as a symbol characterized by skin color, religion or place of birth.



FOURTH CHICAGO CONFERENCE ON CIVIC UNITY
Commission on Human Relations
City of Chicago

PHILOSOPHY AND PRINCIPLES OF COMMUNITY ORGANIZATION
Robert MacRae, Director
Welfare Council of Metropolitan Chicago

The basic philosophy of local community organization for social welfare and good human relations is the philosophy of democracy itself. Only through participation in the moulding of the character of the community in which the individual lives can he fully assume the full responsibility of citizenship. The benefits of community participation are two-directional; the improvement of the community and the creation of a feeling within the individual or group of "belonging" and of being an integral part of the community.

In Chicago, as in all great metropolitan cities, industrialization and urbanization have all but destroyed the traditional community life of our forefathers. The most outstanding characteristic of urban community life is its complexity. In a large measure the individual by himself has lost control over the environment in which he works and lives. For the most part the individual is able to make his voice heard only through aligning himself with others of like conviction. As the importance of the individual as a basic unit in our society has diminished, the importance of the organized group has become even more significant. Whether in the area of political action, economic improvement or community endeavor, it is only the organized group through which the individual may become articulate. On the local community level the diversity of organizations adds to the complexity of community life. Within the given neighborhood exist a multitude of organizations, each devoted to some single aspect of community living, but frequently having little contact with other organizations, although all presumably have as a part of their objective the improvement of the community in which they exist.

Urbanization has also destroyed the homogeneity and self-sufficiency of our traditional community life. We have within our communities a heterogeneous population without adequate channels of communication. Whereas in earlier days the social controls of the community lay pretty much within the community itself, the social controls of the modern urban neighborhood lie largely outside of the community.

Because the local community is to such a large extent a reflection of forces outside itself, the urban community is in a constant state of change. In order to maintain an integrated community in the urban setting it is essential that communication between the various elements of the community be developed. It is further necessary to provide channels through which people of diversified interest and background may work together for common goals.

Lastly, it is equally essential that community organizations reconcile themselves to the effect of community change and in their acceptance of change, work in a direction of constant community re-integration.

One of the most significant facts in local community organization in Chicago has been the rapid increase in the nonwhite population. Whereas from 1940 to 1950 the white population remained approximately the same, the nonwhite population increased 81 percent. The pressure of this population movement together with the outlawing of restrictive covenants, has burst the boundaries of segregated living arrangements. This has posed the problem of local communities throughout the city of what are they going to do to achieve community integration in the face of a rapidly changing population. "In a city where every 14th person is nonwhite it is imperative that this reservoir of manpower and funds be made a full partner in

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the receipt, administration and support of community services." (Statistics - January 1952)

In the face of the situation described, the importance of certain principles in regard to community organization cannot be over-estimated. These principles are as follows:

1. Opportunity must be provided for all people to participate in community life, both directly through organizations of their own choosing and through some channel to a community-wide organization which can articulate the overall needs of the specific community.
2. Sound community organization and good human relations must be built upon common purpose. Although an intellectual acceptance that all people have rights and privileges is the essential in community organization, this alone, without a channel through which people may work together, is of limited value.
3. The community moves forward towards integration as a total unit and must provide an opportunity for the diverse elements to articulate their disagreements as well as their common agreements. Only through the expression of disagreement can re-integration of community living take place and new developments of community improvement be found.
4. The form of community organization must be tailor-made for each community, there being no adequate ready-made pattern. The success of one form of organization in one community is no guarantee of its success in another - each community being unique.
5. Sound community organization is dependent upon democratic control. It must derive its sanction from the community itself. There is no place for "a Board of Directors for the community."
6. Representation of all significant forces within the community is essential to the development of a program to meet the needs of the community.
7. Inasmuch as many of the controls of community life reside outside the specific community, it is essential that the local community organization establish working relationships with other communities in similar situations and with city-wide organizations concerned with community improvement.

Let us now assume that we accept this statement of philosophy and principles of community organization. Let us also assume we live in a community marked by growing social disorganization, rapid population changes, emerging patterns of discrimination and a critical loss of communication between groups in the population. What shall we do about it? Experience has outlined the following steps as part of the process:

1. Basic, of course, is the acceptance of responsibility by citizens to search for solutions to problems of social disorganization. Without voluntary assumption of responsibility no progress can be made.
2. We must search for the leadership in the area prepared to take responsibility of leadership.
3. We must learn the facts about our community; the socio-economic characteristics of our community; the population and the shifts in population now taking place;

1. The first of the three main points is that the government should be reformed.

2. The second point is that the government should be reformed.

3. The third point is that the government should be reformed.

4. The fourth point is that the government should be reformed.

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8. The eighth point is that the government should be reformed.

9. The ninth point is that the government should be reformed.

10. The tenth point is that the government should be reformed.

11. The eleventh point is that the government should be reformed.

12. The twelfth point is that the government should be reformed.

13. The thirteenth point is that the government should be reformed.

the discriminatory patterns now fixed or emerging; the attitudes of institutions such as churches about leaving or remaining in the area; the degree of tension, housing, health, recreational facilities, policing, etc. In other words, we need to know all the facts about our community necessary to diagnose the social health.

4. We then take steps to organize a representative citizens organization or council which will aim to reduce tensions, establish channels of communication between groups and develop a constructive program of re-integration. It must provide opportunities for genuine democratic participation even if progress seems alarmingly slow.

In the process of organization it needs to be recognized that a pattern of organization successful in one community cannot necessarily be transplanted successfully to another community. The structure must be tailor-made to fit the situation. It also needs to be recognized that there is no substitute for careful planning of program and adequate follow-through if the organization is not to end in futility.

Basically, leadership must remember that we "take people where they are" and begin at that point. The group may not be ready to begin where the leadership wishes the group to begin.

This afternoon a number of communities come before us for review. The Court suggests that the jury measure these communities by standards and principles set forth.

May 12, 1952

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THE COUNCIL OF CHURCH WOMEN OF GREATER CHICAGO
CHURCH FEDERATION OF GREATER CHICAGO

"Thirty-Eight Years of Service
To the Underprivileged Peoples of Chicago"

Submitted By.

William R. Smith, Chaplain
Chicago Parental School

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THIRTY-EIGHT YEARS OF SERVICE TO THE UNDERPRIVILEGED PEOPLES OF CHICAGO

The Council of Church Women of Greater Chicago has been meeting the needs of the dispossessed individuals of Chicago since the year 1914. Mrs. Theodosia E. Bagshawe conceived the idea of Protestant Women working together across all barriers that tend to divide and through the Chicago Church Federation, called a meeting of women at Hotel LaSalle August 9, 1914. From this meeting came the organized Women's Work of Greater Chicago. The goal of the Council from the beginning has been, "An organization for the new day--forgetful of creed; thoughtful of human need." The aim of the Council has always been to meet human needs that could be more effectively met by cooperative Protestant efforts.

One of the special interests of the Council working in this frame of service has been to help the youth of the city. During the early years of the work much effort was exerted to secure birth registration, child labor laws, prevention of blindness in babies, raising the working age for children, and better protection for the Juvenile Court boy and girl. These interests grew into definite projects of service. A few of these projects include the development of the Boys' Brotherhood Republic which gained world-wide recognition, the Protestant Woman's Protectorate to meet the needs of girls, the Service Council for Girls, the providing of Religious Education for dependent girls at the Park Ridge School for Girls, and the furnishing of Christian Nurture and Service for the boys and girls at the Chicago Parental School.

A closer examination of the Council's Work at the Chicago Parental School with details of one project at this institution will show how the Protestant Women of Chicago serve the Youth of the City in the many projects.

The Chicago Parental School is a part of the city's public school system. Eight hundred to one thousand children who have social behavior problems go through the school each year from the Juvenile Court. (Now Family Court of Chicago). Two-thirds of the children are Protestant in background or actual affiliation, coming from all denominations.

In 1924, with the assistance of the Eastern Star, the Council provided a Protestant Chapel at the Parental School. At the same time they secured graduate students from the Bethany Biblical Seminary to provide religious instruction and worship services at the school. For twenty-eight years these students from the seminary have been rendering faithful service to help the boys and girls in this correctional institution. At the present time fourteen of the students conduct worship services, teach religious education classes, and do counseling work at the school.

Four years ago the Women's Council decided to place a chaplain at the Parental School. A well trained and experienced chaplain was secured for the work. The chaplain's work at the school includes various activities. He directs and supervises the work of the fourteen graduate students from Bethany Biblical Seminary. They provide religious instruction and worship services weekly for each child. The chaplain spends much of his time counseling with the children. He has a forty-five minute interview with the children individually as they come into the

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institution. This provides an opportunity for the children to talk with the chaplain about their relationship to the church, to their homes and to God, without fear which might be associated with the institution. They talk about their personal problems and their reaction to the total situation at the school. Each child has the privilege of seeing the chaplain at any time while at the school and after he goes home. The chaplain presents each with a New Testament which is furnished by the Chicago Bible Society. The chaplain carries on individual therapy with a number of children over a long period of time and also has group therapy. Often the school itself or parents of the children ask the chaplain to counsel with the children who have special problems. The chaplain works closely with the members of the staff in helping them to understand and to work better with the children. The chaplain spends much of his time in preventative work in conducting seminars for church workers in local churches, for ministers, students in training to work with children, parent teacher groups, clubs, and school faculties of the public schools of Chicago. The chaplain counsels with the parents of the children at the Parental School. They are visited in their homes and at the school on Sunday afternoons when they come to visit their children. The chaplain makes every effort to relate the children to the churches from which they have had some contact in the past. He writes letters, has personal interviews with ministers and Sunday School Teachers and other leaders in the churches seeking help for the children when they return to their homes.

The chaplain is director of group activities at the school. He organized a scout troop at the school and is chairman of the troop committee. At the present time there are twenty men donating their time and efforts to Scout work at the school. A large number of men throughout the city do follow-up work to relate the scout to the troop in his home church. Workers in the scout program believe the boy needs the group experience for sense of security and an opportunity for recognition. Before coming to the Parental School the boy is a member of a group with negative attitudes toward society. The scout troop will meet these basic needs of the boy in a positive, constructive, creative group. The aim of the troop committee is to introduce the boy to a normal scouting experience while at the Parental School and to transfer him into a troop in his home church. A detailed program is provided to relate the boy to the troop in his home church. While at school he is provided a scout uniform, scout registration, badges and metals won, scout hand book, and is given an opportunity to participate in creative scouting for several months. This scouting experience includes many outdoor activities, camping, and work toward merit badges and special projects. One boy was sent to the International Jamboree at Valley Forge, and boys are sent to Camp Owasapee in Northern Michigan each summer. One week before the time comes for a boy to go home he is taken to a troop meeting in his church by a member of the troop committee and introduced to the new scout master and the new troop. The Chicago Council of Boy Scouts cooperates in furnishing names of the troops and the leaders in the troops. The boy is transferred through the Scout Council to the new troop. The minister in the home church is contacted to help the boy. The follow-up person in the home Scout District of the boy takes the responsibility of helping the boy make a satisfactory adjustment. A report is received each month from the new troop scout master. If the boy needs additional help a member of the committee of the school troop furnishes additional guidance. The success of the scouting program depends upon the adjustment the boy is able to make to the scouting program in his home church.

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One may better understand the value of the scouting program by following the individual experience of a scout at the Parental School. The scene opens in the office of the superintendent of the Parental School.

Supt.: Welcome to the Parental School, Joe. This is your first enrollment here, isn't it?

Joe : Yes sir.

Supt.: Well I know how you feel to be away from home, but you are a young man now and can easily cope with this situation. You are here to give yourself a little time to think and face the difficulties which have interfered with your regular attendance at your neighborhood school. This is your temporary home, and I want you to feel free to have all the fun that you can. I am assigning you to a cottage which has boys your own age in it, and your cottage parents are there to help you with any problem which may arise. Our school is staffed with special teachers to help you out with all difficulties you may have with study habits or any particular subject. There are fine well equipped shops for you to develop various skills. Now, while you are here, you should take advantage of all the facilities that are offered here.

Joe : Yes sir, but when I was coming in on the bus, one of the other boys told me that you had a scout troop here, and I just wondered if I could..

Supt.: Yes Joe, we have a fine scout troop here and I would like for you to see the chaplain about the troop and its activities.

Joe : When can I see him?

Supt.: You write him a note and put it in his box and he will see you.

Joe : Thank you. I will write the note now.

Narrator: The next day the chaplain sends for Joe. Joe is standing at the door of the chaplain's office.

Chaplain: Come in Joe, I got your note. I am the Protestant chaplain here at the school. It is good to know that you are interested in our scouting program.

Joe : I would like to know what I have to do to get into the troop.

Chaplain: Joe, we have a very active troop here at the school and there are more boys who would like to be in the troop than can get in.

Joe : I would like to know more about the scout troop.

Chaplain: We have a very busy troop here at the school. There is a patrol from each cottage. The scout master is one of the best in the city. He recently received the Beaver Award from the Chicago Council for his work. There are twenty men working with our scout troop. These men give of their time because they like boys and the scouting program. Scouting here includes many out-of-door activities. We often go camping and hiking. There is a real opportunity for merit badge work in connection with the shop work at the school.

Joe : I like to go camping. How can I get into the troop?

Chaplain: The troop committee and the school staff select the boys for scouting experience. The interest of the committee is that you really want to be a scout. You may become a scout one month after your entrance to this school. The troop committee will furnish you with uniform and equipment. Please fill out this application for the troop committee.

Joe : Thanks chaplain. I can hardly wait until my chance comes.

Narrator: One week later--in Joe's cottage - the Scout Patrol is convened for its weekly meeting. (Boys talking among themselves with their patrol leader). Let us listen in on this meeting.

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Patrol Leader:

Attention Scouts! We will have the opening ceremony. (All quiet down).

Entire Patrol:

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation indivisible, with liberty and justice for all.

Patrol Leader:

I see by the Patrol Bulletin that our Patrol is in second place in the Patrol point contest. We have to get some projects turned in so that we can make first place. Have any of you anything that can be turned in?

Scout No. 1 :

I have a set of Indian rattles which I made in the metal work shop, but they have to be painted yet.

Patrol Leader:

Good, see that you have them ready by the next general troop meeting. Does any one else have a project?

Scout No. 2 :

No, I turned in my set of polished horns, last week.

Patrol Leader :

Well, we will have to figure out more projects which can be turned in for the approval of the scout master.

Scout No. 3 :

What is our study problem for today?

Patrol Leader :

Today we have to practice knots for the knot tying contest that is coming up in two weeks. Do all of you fellas have some rope?

Entire Patrol :

Sure, You bet!

Patrol Leader :

Good. First we will practice the Clove Hitch, the Timber Hitch, and then the Sheet Bend.

Narrator:

As the boys are practicing their knot tying, the new boy, Joe, begins to talk with the Patrol Leader.

Joe : May I look over one of your Scout Handbooks?

Patrol Leader :

Well, the boys are using them now; but you can look at one of them after the Patrol meeting is over. Are you interested in joining the scouts?

Joe : Yes, I have been talking to the chaplain about it. My cottage instructors said they would recommend me. After I have been here one month I can join.

Patrol Leader:

That's swell. This little pamphlet will tell you what the requirements are for becoming a Tenderfoot Scout, and the rest of the fellas and I will help you when you have trouble. In the meantime, you can look through my scout handbook and see what it is like.

Joe : Gee thanks, I'll do that.

Narrator: A month has passed since Joe was admitted into the Chicago Parental School and we find him back in the chaplain's office.

Chaplain: Come in Joe. That month is up and I see that you are still interested in scouting.

Joe : I sure am. I have been talking to the scouts in our cottage and I have become more interested than ever.

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Chaplain: I have good news for you. The troop committee has decided to admit you into the troop. You have a good report from the superintendent, the school, and the cottage parents. We believe you will get a lot out of your scouting experience.

Joe : Gee! Thanks chaplain. I sure will try hard to be a real scout. I will give it my best. I know I will enjoy the experience. It all seems so exciting and the boys in scouts in our cottage do so many interesting things. I want to learn everything I can.

Chaplain: Here is your scout manual. These are the requirements for the tenderfoot scout. This is your first step. There will be many others to come. You will have a chance to pass these requirements before the Board of Review on the first Wednesday of next month. Your patrol leader will help you in the cottage and you may come to your first meeting of the troop Wednesday night at 7:30 in the school gymnasium.

Joe : I'll be there and before Wednesday. I will know many of these requirements. I have already learned a lot by watching the boys in the cottage.

Narrator: It is Wednesday night and the troop holds its weekly general meeting in the school gymnasium. The scout master holds up his hand in silent signal for attention. (All boys become quiet).

Scout Master :

The chaplain informs me that we have some new members in the troop. Now they are in the Scout room with one of the adult leaders. Senior Patrol Leader, what patrol are the new boys in?

Senior Patrol Leader :

Two in the Eagle Patrol, Sir, and one in the Apache Patrol.

Scout Master :

That is fine. Those patrols who have new boys in them should help them as much as possible. That is one of the Scout Laws, "A Scout is helpful." I have an announcement to make that will please all of you. Our troop won the award for having the best decorated window during the 1951 Arrowhead District Finance Drive. Congratulations, Scouts, that was a job well done. Next week the entire troop will go on an overnight hike to Camp Fort Dearborn. Our schedule is as follows: we will leave troop headquarters at 3:00 P. M. Friday, and will arrive at camp at 3:30. All of you are to prepare your bunks before it becomes dark.. Cooks and assistant cooks will be assigned on basis of need to fill requirements for Second and First Class cooking.

Senior Patrol Leader :

Scout master the adult leader has finished with the candidates and has sent them into the meeting.

Scout Master :

Thank you.

Senior Patrol Leader :

Scout Master, I would like to introduce to you, Henry, Joe and Bill, new candidates for Tenderfoot.

Scout Master :

Welcome to the troop, candidates.

Narrator: Several months have passed and we now look in one Scout Joe's Patrol. They are having a discussion about the activities in which they have participated. We hear the Patrol Leader say...

Patrol Leader:

Scouts, the discussion question in Patrol Bulletin for this week is "What were the things you liked about the past year's scout activities and what did you dislike?"

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Scout No. 4 :

I can't think of anything I didn't like, so the only thing I could say is what I liked the least of all. That would be hiking. Man! I just get too tired.

Scout No. 5 :

I liked the night that we all sat around the Council Ring as the fire was burning, and then we heard the distant calls of the other scouts as they guided the scouts from the Koda Tribe to our Council Fire.

Scout No. 6 :

That sure was pretty, but the best of it all was the Indian costumes which they wore. They were really a work of art, and those fellas sure could dance.

Scout No. 1 :

That was a good night all right. But the thing that I like was our week's camping trip.

Scout No. 2 :

I liked that trip too. The only thing I didn't like was the time we were on that overnight hike to Camp Fort Dearborn.

Scout No. 6 :

What didn't you like about that? I had a good time there, didn't you fellas?

Entire Patrol :

Sure did.

Scout No. 2 :

Oh, it was all right, but when we hiked all the way to O'Hara Field, we didn't get a chance to look the planes over.

Scout No. 1 :

What did you like, Joe?

Joe

: I liked that week's camping trip, especially when we had that course on the compass and each Patrol had to follow the courses. Another thing I liked about it was that I was able to finish up my requirements for First Class Scout by passing my First Aid test.

Scout No. 3 :

I liked that compass course all right. But the best part of it was when the leader told us about the usefulness of a compass and how he used it in the Army.

Scout No. 4:

That sure was something. It just goes to show you that when these men tell you that the things they teach us in Scouting are always useful, they are not kidding us.

Scout No. 2 :

I told about one thing I didn't like. I would like to say I always like the worship services out in the open. You feel different in church service under the sky. I remember the beautiful sun set when we had the vesper service.

Patrol Leader :

Well fellas, our meeting has to close now. We had a real good time in Scouting so far. I guess we will all have to agree on that. And the nice thing about it is that there are still many happy times ahead when we leave the Parental School Troop and go home to our own troop. These men here at the Parental School Troop are going to help us when we go home. Let us have our closing ceremony, Fellas.

Entire Patrol :

(Softly) May the Great Scout Master and all good Scouts be with us until we meet again

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Narrator: We take leave of the patrol as they go through their closing ceremony and look in on Scout Joe and the chaplain in the chaplain's office. Joe will be going home in two weeks.

Chaplain: Joe, I am happy to learn that you are going home soon. You have been a good scout and we all will miss you.

Joe : I like everything about scouting and I want to get into a troop when I go home. You told me sometime ago I could join a troop in my church. I wanted to join when I was at home, but my mother said she couldn't afford to buy a uniform and pay the expenses.

Chaplain: Our troop committee wants to help you enjoy scouting in your church group. Next Friday one of the troop committeemen will take you to the church troop meeting. He will help you to learn your way around in the new troop. You will meet the new scout master and the boys. You will continue in your same rank in the new troop. We have told the scout master you are coming home and want to be in his troop. He is anxious to have you. I have talked to your pastor and he will be interested in your activities in the troop and in the church. We know a friend of boys, a district chairman in your home district, and he wants to meet you and will be interested in your scouting activities. He will be pleased to help you in any way he can.

Joe : My father died when I was three years old. I never had anyone interested in me before. I am going to do my best.

Chaplain: You have a number of new friends. We will all want you to feel like there is someone who cares for you. We love you and want you to know that you can come to any of us at any time. Our interest is to help you help yourself. The scout laws are good guides. They will show you the way.

Narrator: Three months later, we look in on the superintendent and the chaplain who are in conference regarding the follow-up program of the scouts who have left the Parental School for the new troops.

Supt. : Well chaplain, has your committee been getting regular reports of the follow-up program?

Chaplain: Yes, we are encouraged by the number of boys who are continuing in the scouting program. Do you remember Scout Joe?

Supt. Yes, I remember him. Did he continue in the troop you transferred him to?

Chaplain: He certainly did. In fact he just advanced to Star Scout and he is also going to school and church regularly.

Supt. : That is good news. You know, chaplain, this is a type of consolation which gives us a feeling that all our efforts are worth making. I believe the scouting program offers real help to these boys.

Narrator: Such is the experience of a scout in the troop at the Parental School. One may truly say that this scout program represents one of the many constructive, creative projects of the Women's Council of Greater Chicago to help the maladjusted children of Greater Chicago help themselves to grow into useful citizens of our great democracy. The Council is the cooperative spirit of Protestantism working together to meet the needs of the dispossessed Youth of a great city.

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CRIME PREVENTION BUREAU
Chicago, Illinois

Dr. Lois Higgins
Director

"The Story of John Jones:"
Age 15

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1890

1891

1892

CRIME PREVENTION BUREAU

The statement of John Jones of 214 N. Orange St., 2nd floor, Apt. D, age 15, in connection with the use of narcotics on the person of himself, one John Jones. Such use began about 1½ years ago. This statement was taken in the Crime Prevention Bureau, Administration Bldg., 5736 Cottage Grove Ave., Chicago 37, Illinois, October 11, 1950 at 1:55 P.M.

Q. What is your name?

A. John Jones

Q. Where do you live?

A. 214 N. Orange St., 2nd floor - Apt. D.

Q. With whom do you live?

A. My father, Guy Jones, step-mother Lula Jones, and my nephew, Carl Jones, age 13.

Q. What is your employment status, by whom are you employed or are you attending school at the present time?

A. I am attending school and unemployed at the present time.

Q. What school are you attending and in what grade?

A. (Named Chicago Vocational School) 3rd grade.

Q. Tell us in your own words just when you began the use of narcotics, who got you started, and how did you make the purchase of narcotics such as heroin, cocaine and other drugs or marijuana cigarettes that you may have used.

A. I started using marijuana about one and one-half years ago. The first purchase of marijuana was from a fellow named "Sat." I bought marijuana from him for about one and one-half years, then about six months ago I started using heroin. A few months before that I had been talking with "Sat" and he was telling me about the use of heroin and cocaine. I learned all about using them from him, so I thought I would try it. I gave him money to get me some. I went to his house, we got a glass of water and spoon and emptied the capsule of narcotics into the spoon, then we drew up some water into the eye-dropper. The heroin was then put into the spoon and we cooked it. We took some cotton from a shoe and put a small piece of cotton into the spoon; then we drew up the heroin into the needle. We then divided it in half, he had one-half and I had the other. I began to feel good but tired; in other words a drowsy sensation. We went into the street and had some pop. In about three or four days later some of us got another one together. We used it the same way as before. That went on for about three or four weeks. During that time I used heroin with William, Jack and Raymond. Then I started using the

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heroin which I purchased on Ninth and Green Streets. I then met a fellow at the corner called Greasy George. Up until now I have been buying it from him. Once, about a month ago I was on the North Side and bought some from a fellow on Ash and Pine Street.

Q. You say you first started using cigarettes, is that right?

A. Right.

Q. How much did you pay for the marijuana and from whom did you usually purchase it and what location?

A. For my first marijuana I paid fifty cents per cigarette. I was introduced to it by Jack Brown. I do not know where he lives, but he is about 19 years old, 5' 6" tall, light skinned colored man, neatly dressed, usually wears a suit or slacks and sport jacket, brown hat and pants with tan jacket. He has no mustache or deciding features. He wears black shoes, no jewelry, walks lightly on his toes, a springy step, original West-sider, no tatoo marks.

Q. How many marijuana cigarettes in any one day do you recall having purchased from Jack Brown?

A. About two or three, always paying about fifty cents per cigarette. If I got three at one time I paid \$1.25 for them.

Q. Were all the marijuana cigarettes the same price?

A. No. The regular sized cigarettes were 50¢ but the larger sizes were 75¢, they were known as bombs.

Q. What is the effect these marijuana cigarettes would have on you?

A. I was high and light headed and very happy.

Q. When did you decide to quit smoking marijuana cigarettes?

A. I did not decide. I just decided to try something else.

Q. You said to try something else, what did you mean?

A. About six months ago I was talking to the fellows and told them to get me some of the heroin capsules. William and Raymond were with me. We emptied the heroin onto a mirror, then we would take a razor blade and chop it up fine, then we divided it off into lines, take a straw and snort it up into the nostrils.

Q. You said you sniffed it up into the nostrils. What were the effects?

A. Drowsy and good.

Q. You said it made you feel good, what do you mean?

A. Just carefree.

Q. How long do you say it was since you used narcotics?

A. About two or three weeks.

Q. After this, what did you do?

A. I started using the needle.

Q. And what do you mean by the needle, tell us how you used this drug.

A. By the needle I mean the hypodermic needle which is an eyedropper and a 26 gauge needle attached. Put the heroin in a spoon, add water and

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cook. Draw it up into the eyedropper and take a belt, tie up your arm until the vein puffs, then you insert the needle and inject the drug.

Q. What effect does this drug have on you?

A. The same as the others, you feel drowsy and happy or carefree.

Q. How many capsules have you used in one day?

A. Three.

Q. How many capsules are you using at the present time per day?

A. Approximately one capsule every two days or every other day.

Q. When did you have your last capsule or shot?

A. None at all.

Q. You say that you have used three capsules in one day and yet you state that the present time you do not have any desire for drugs, how do you account for this?

A. My father found out about it that I was using drugs. He had me go down to the narcotics office and see Sergeant _____. He took me upstairs to see Mr. G _____. Mr. G _____ referred me to an organization that helps young boys, the AA. So I started going to meetings he has at the Hull House every Saturday night. From the time my father found out about the needle, I have been reducing my dosage making it less and less each time I felt the urge for dope.

Q. You mentioned "Sat" tell us all you know about this man.

A. He was in the army three years. Since he returned he began narcotics. He is approximately 5' 9" age 20 years, weight 110 pounds, no mustache or goatee, light skinned colored man, wears black check, dressed shabbily, no deformities or descriptive marks.

Q. Anything else you can tell us about him?

A. No.

Q. Just what type drugs do you purchase from "Sat?"

A. Heroin

Q. Just how many capsules of cocaine and heroin did you get from "Sat?"

A. About thirty at \$1.50 per capsule during the period of five months.

Q. Tell us about Greasy George, do you know his last name or anything else about him?

A. I do not know his last name, but he is about 40 years of age, 5' 8" 165 pounds, has thin mustache, light skinned colored man. He usually wears overalls--the half pants, white shirt, wears ring with red stones on left hand and a wrist watch on the right hand, also he has freckles.

Q. When you would ask Greasy George to let you make a purchase, how do you ask him?

A. If I wanted heroin I would say "Have you got a thing" or "Do you have a boy" both of these expressions mean a capsule of heroin. If I said "give me a girl" he would know that I wanted cocaine or I would ask for stuff. If he said yes, then I would ask for which ever one I wanted.

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- Q. Where did you learn these slang expressions?
A. In a little pocket-size Duke magazine sold on paper stands for . . .
- Q. When you would make a purchase of narcotics from Greasy George just where would he get the capsules?
A. On one occasion he stepped by into an alley and I observed him open the zipper in the front of his pants and it appeared that he had a little box concealed there. On another occasion, he seemed to have a small box concealed on his wrist.
- Q. Do you ever make a purchase from any one else?
A. Yes, at Pine and Oak Streets by the tavern.
- Q. Did you make a purchase in the tavern?
A. No, I made it in the street.
- Q. Who is this man? Will you describe him?
A. Yes. He was short, about five feet four inches, 140 pounds, dark brown skinned colored man. Neatly dressed in a suit. He had a heavy mustache, wore a wrist watch on his left wrist and a ring on his left hand. He had a razor cut on his neck about four inches long.
- Q. How did you make inquiries of this man?
A. I wanted a capsule so I just went up to some fellow standing there and asked him where I could get one. One of the fellows told me to wait there and he would get the man he knew who could get some for me. I stood there while this fellow went to the tavern, soon this other fellow came up to me and said I heard you wanted some stuff. I paid him one dollar and fifty cents for a capsule of heroin.
- Q. When would you use these different drugs, to whose home would you go?
A. We would go to William's house, sometimes to mine and sometimes we would go to Raymond's house. We would use it in his basement. We would go to "Sat's" house too.
- Q. You said you used marijuana, heroin and cocaine, is that right?
A. Yes.
- Q. How much did you pay for cocaine per capsule?
A. \$2.50
- Q. Just how would you use this cocaine capsule?
A. "Sat" and I got together; we put our money together and bought two capsules, one heroin and one cocaine. This is called a "speed". We would cook the heroin and let it cool. Then we put the cocaine capsule in and stir it until it is mixed. Then we divided the mixture "Sat" taking one-half and me the other.
- Q. What is the effect of this mixture (one-half cocaine and one-half heroin) on you?
A. It was a greater sensation than either the heroin or cocaine alone would have on you. As long as you kept sticking the needle in your arm you feel carefree, but when you stopped, the sensation would stop.
- Q. Did you ever form this type of mixture again?
A. This was the only time.

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Q. Would you be interested in taking the Cure?

A. Yes.

Q. If you do not have the money for train fare to Lexington, Kentucky the Crime Prevention Inc. will finance you in going to the hospital, but you must go of your own free will and accord, do you understand this?

A. Yes.

Q. Without any promise or reward?

A. Yes.

Q. Lieutenant B _____ and Mrs. S. _____ you have heard Jones say that he would go to Lexington, Kentucky to the Government hospital to take the cure. Would this be agreeable with you people?

A. (Unanimously) I think it would be an excellent idea.

Q. Is there anything else you could or would like to add so as to help other boys such as yourself from beginning to use drugs?

A. Nothing.

Q. How did you get your syringe?

A. In the drug store at Huron and Lake Streets.

Q. From whom?

A. The druggist.

Q. Did he ask you just why you wanted this syringe?

A. No.

Q. What did the syringe cost?

A. It wasn't really a hypodermic needle. It was only an eyedropper and a 26 gauge needle. Some places you pay twenty-one cents for the needle and five cents for the eyedropper. Other places you pay ten cents for the eyedropper.

Q. What type of hypodermic needle did you ask for?

A. A 26 gauge, half inch needle.

Q. Who told you to ask for a 26 gauge one-half inch needle?

A. "Sat."

Q. Did the druggist ask you what you wanted the needle for?

A. No.

Q. Would you be willing to take the cure?

A. I don't know. I don't see why this is absolutely necessary to go to Lexington, I don't have the habit.

Q. You think it over. Whenever you or your father decide that you are to go to the hospital, we will see that you get the necessary expenses for your fare, if your parents cannot afford it.

A. Thank you.

Q. Have we promised you anything to make this statement?

A. No.

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Q. Were you threatened into making this statement?

A. No.

Q. After reading this statement will you sign it?

A. Yes.

Q. Is there anything else you wish to tell us before closing this statement?

A. No.

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THE UNIVERSITY OF CHICAGO
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After the initial interview with John and several subsequent interviews with him in the presence of his mother, he finally agreed to take the treatment offered at the hospital located at Lexington, Kentucky.

A letter from this office to the medical officer in charge requested admission. An immediate reply was received from Dr. Victor Vogel stating that there was space available. Our officer made arrangements and accompanied the mother and the son to the train. After John's departure Mrs. Jones tearfully expressed gratitude for the efforts expended by the Crime Prevention Bureau on behalf of her son. Before he left the boy was encouraged to keep in touch with our office which he did and he wrote frequently to the officer who handled his case. His mother brought the letters that he wrote to her to our office each time she received them. It was a happy day when John returned home. Since that time both John and his mother have been in our office frequently and we are happy to report that to date there has been no recurrence of the dread dope peril in John's life.

Lois Higgins, Director

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The Hull-House Credo and Its Practice

A Service to the Freedoms of Democracy

A RE-DEFINITION BY THE BOARD OF TRUSTEES

HISTORICAL NOTE: *Sixty-three years ago Jane Addams at 29 opened the old Hull mansion in Chicago's Halsted Street to offer neighborliness to recently immigrating families of many backgrounds; to assist in their welfare and good citizenship; to help to create for them opportunities for useful, happy living; and staunchly to defend the freedoms promised to them by their new homeland's democracy.*

In 16 years 10 buildings had been added; Hull-House had become a teeming settlement for constructive recreation, a bulwark of protection for youth, a center of education in citizenship, a power for reform in city and state.

Later Jane Addams, from her Hull-House experience, became a great advocate for international understanding, receiving a few years before her death in 1935, the Nobel prize for leadership toward peace.

Today Hull-House carries forward her ideal of sharing problems and opportunities with the neighborhood and the city she loved, where new times bring new social needs.

THE words quoted on the cover of this folder, from a tablet inside the Statue of Liberty, might have come from the heart of Jane Addams. And from her pen, as well as from the Declaration of Independence, could have been taken these phrases:

“We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”

Miss Addams lived, worked and died believing in these truths. “From her beacon-hand glowed world-wide welcome.” To her door and within the friendly walls of Hull-House crowded the great and the obscure, distinguished personages and persons little known, peoples of every color and creed, young and old, hopeful and despairing. The free mind, the honest heart and willing hands could find always something fine in Hull-House to engage their interest and fire their enthusiasm. Here was a place for common striving to make lasting in this life something of the dignity that all men, by nature, have in common.

To the advancement of these ideals, Hull-House, under the inspiration of Jane Addams, was long ago dedicated. Then, as now, this center was regarded as an experiment—or as an experience—in human relations. It is now, and has always been, more than that. It is a symbol, in the best sense, of the best that Americans can be.

The first settlers on these free shores declared that “when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce (men) under absolute despotism, it is their right, it is their duty . . . to provide new guards for their future security.”

Refugees from the tyrannies of Europe swell the population of this New World which was built as a haven for those who love liberty.

These are days that try men's souls; days when dictators again are on the march and the iron curtain shuts off from communion with their fellow men the inhabitants of half the world. We who enjoy, under the Constitution of the United States, the rights of human beings, should never forget that we have also duties as citizens. We have an obligation, inherited from the pioneers, to be safeguarded for our posterity; our duty is to preserve a country in which free speech, peaceable assembly, and a free press will never successfully be challenged. We can keep these rights we have only so long as we do not abuse them nor permit others to destroy them.

Those who enjoy the hospitality of Hull-House will abuse their welcome if they place before the interests of America the aims of any other nation. In this country all States are united to make certain that “Government of the people, by the people, and for the people, shall not perish from the earth.”

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800 South Halsted Street, Chicago 7, Illinois

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Excerpts from Hull-House Director's Report

*The Complete Report of Activities and Policies Now Operating at Hull-House
Is Available upon Request*

THE purpose of Hull-House is to provide a cultural, recreational and educational center where people of all ages, of varied backgrounds and ethnic groupings, and of many patterns of thought, may each develop to the fullest of his capacity . . . It is believed that there is a spiritual quality about the settlement that stems from its devotion throughout the long years of its history to essential religion without sectarianism and to democracy without partisanship . . . If the Hull-House neighborhood and membership were of one particular culture—of one religious, racial or nationality grouping—the work would be less complex but at the same time less interesting and challenging.

Our neighborhood represents industrial America in miniature. And we believe that America and our Polk and Halsted corner of America can be kept safe for differences. One of our continuing objectives, despite discriminations and ignorance and conflict, will be to demonstrate in our daily activities and without preachment that democracy is more than a word and that 'one nation, indivisible, with liberty and justice for all' is more than a phrase . . . To the extent that Hull-House succeeds in dispelling misunderstanding and hostilities over inequities, real or imagined, this settlement becomes a kind of social insurance instrument in building a happier and more secure community.

RUSSELL W. BALLARD

From the Hull-House Founder

THERE must be the overmastering belief that all that is noblest in life is common to men as men . . . The settlement casts aside none of those things which cultivated men have come to consider reasonable and goodly, but it insists that those belong as well to that great body of people who because of toilsome and underpaid labor, are unable to procure them for themselves. Added to this is a profound conviction that the common stock of intellectual enjoyment should not be difficult of access because of the economic position of him who would approach it; that those "best results of civilization" upon which depend the finer and freer aspects of living must be incorporated into our common life and have free mobility through all elements of society if we would have our democracy endure.

Jane Addams

(Twenty years after founding Hull-House in 1889)

Hull-House

*as Seen from the Halsted and
Cabrini Street Corner of Its
13-Building Quadrangle. Polk
Street Corner Is to the Right.*



What Hull-House Does Today

Hull-House offers constructive recreation and cultural opportunity for leisure time of all ages, races, creeds. It provides hospitality for neighborhood and civic groups and participates in efforts for community betterment.

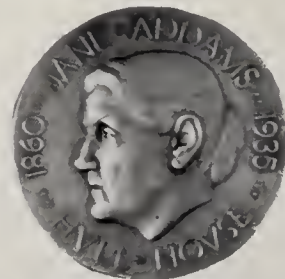
The Neighborhood

Hull-House, at 800 South Halsted, lies in Chicago's congested Near West Side area of factories, warehouses, and many deteriorating tenements. Here live thousands of families of many racial and national backgrounds.

*"... Give me your tired, your poor,
Your huddled masses yearning to breathe free . . .
Send these, the homeless, tempest-tost to me.
I lift my lamp beside the golden door."*

*A Service to
the Freedoms of Democracy—*

The Hull-House Credo
and Its Practice



*Jane Addams, Founder
of Hull-House in 1889;
47 Years Its Leader and
Great Protagonist for
Good Citizenship and
Its Rights in a
Democracy*

A Re-Definition by the Board of Trustees

HULL-HOUSE ASSOCIATION

Mrs. Joseph T. Bowen
Honorary President

Mrs. William F. Petersen
President

Russell W. Ballard, Director

The Hull-House Credo

A Service to the Freedoms of Democracy

VIII

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MEMORANDUM FOR THE RECORD

DATE: 10/10/50
SUBJECT: [Illegible]

TO: [Illegible]
FROM: [Illegible]

REFERENCE: [Illegible]

1. [Illegible]

2. [Illegible]

3. [Illegible]

4. [Illegible]

5. [Illegible]

ILLINOIS STATE LIBRARY

Edward J. Barrett
Secretary of State
and
State Librarian

Helene H. Rogers
Assistant State Librarian

"The Challenging Story of the Services
of a State to Its People"

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"THE CHALLENGING STORY OF THE SERVICES OF A STATE TO ITS PEOPLE"

The Illinois State Library is, in a sense, a public library for all of Illinois' more than eight million residents. It is, of course, the official reference library for elected and appointed state officials, legislature members and state employees, but since the early part of the Twentieth Century it has taken a far broader view of library service.

Six purposes of the State Library were incorporated into Illinois' library laws in 1937, more or less formalizing what had been the practice for many earlier years. Two of those six purposes define the library's relationship and duties to state government, but the other four are concerned with library service to all Illinoisans. Those four purposes direct the State Library to be a supplementary source of library materials for local libraries, to assist local libraries with their service programs, to help local groups planning for the establishment of library service and "to be a clearing house, in an advisory capacity, for library problems throughout the state."

A large part of Illinois, geographically speaking, is without local library service. Residents of those areas may receive direct service from the State Library, simply by sending a postcard to the headquarters in Springfield. Books, pictures, recordings, documents, pamphlets and other desired items will be sent to them by parcel post, truck or railway express. The cost to the patron is only the postage to return the material to Springfield.

Illinois has almost 400 public tax-supported libraries and an additional 70 public privately-supported libraries, but many of them are located in small communities and operate on such limited budgets that an extensive book collection is an impossibility. These libraries may borrow collections of books from the State Library on a long-term basis to provide their patrons with a wider variety of reading material, or they may fill individual requests from their patrons by borrowing only the requested items from the State Library.

Such requests for individual items might come even from Chicago Public Library, one of the largest and best in the country. No single library has, or can have, everything. Or they might come from the Cooksville library, in McLean county, which serves a population of only 256.

Wherever they are located, the people, the libraries, the schools, the clubs, the study groups have been making increased use of the Illinois State Library as the years move along. Circulation for 1951 was almost two million, an increase of a little more than 300,000 over the preceding year.

Space, some of the cosmologists tell us, is limited. But it can't be. The curiosity of library patrons is alone enough to fill it to overflowing. In the mail and over the loan desk come such questions as:

What is the correct spelling of "simoleon?"

Have you something on how to train wild animals?

When did Joe Louis win the world's heavyweight boxing championship?

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What bug has a silver white back, emerald green stomach, gold head and copper legs?

How much is a Mah Jongg set worth now?

How do you say "mister" in Portuguese?

Do you have any books on how to mend cuckoo clocks?

What is an impofo?

I want a list of popular Biblical quotations that could be used in advertising.

What is the name of the little white bird that is found around cows in India?

Who said this?

Who wrote that?

What is the rest of the line, "To err is human--?"

How?

When?

Where?

Why?

As quickly as possible the answers are found, and the patron is happy in the knowledge that an impofo is an African antelope or that Joe Louis won the heavyweight championship on June 22, 1937, when he knocked out Jim Braddock.

But sometimes--

The reference librarian called a lady to tell her the book she had asked be reserved for her a few weeks earlier was now available. It was Grantley Dick Read's "Childbirth Without Fear." "Oh," said the lady, "I don't need that book now -- I've had my baby."

And what do they do with this varied assortment of information once they have it? The uses are almost as numerous -- and sometimes as unexpected -- as the questions.

Henry W. Johnson of Mt. Olive, Illinois, is a good example. Johnson has taken 19 of the State Library's adult education reading courses in the last 12 years, and has covered a wide range of interests in them, from carpentry to psychiatry, tree surgery to air conditioning, labor relations to meteorology. He is now working on his 20th course, a history of Illinois.

Why does a 55-year-old man start such a program and continue it into his 67th year? Well, first of all, Mt. Olive is a community of a little more than 2,500 population and is primarily coal mining town. Its education

Letter from I. M. ... dated ...

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and literacy levels are not particularly high, and many of its residents are immigrants or first generation Americans.

Johnson is a notary public and also does income tax work. When his clients come to him for those services, he says they frequently ask his advice on almost anything. Whether they want to know how to fix a roof, what to do about hospitalization insurance, how to figure their monthly payments on a car, or how to curb an errant son, he likes to be able to help and advise them. So he studies all those things just to be able to answer his neighbors' questions.

The courses he has taken, in the order he took them, are: taxation, air conditioning, agricultural chemistry, anthropology, business and finance, correct English usage, genetics, insurance, interviewing, law, mathematics, philosophy, psychiatry, labor relations, tree surgery, carpentry, bookbinding, semantics and meteorology. He is now working on Illinois history.

Then there was the Springfield girl who was planning her wedding. It was to be a small church affair, nothing elaborate, but like every bride she wanted everything to be just right. Particularly, she wanted good music. She visited the Illinois State Library, selected albums of musical recordings, and as she played them at home, she re-recorded portions of them on a tape recorder.

The wedding day came, and as this young lady in a small church in a medium-sized midwestern city walked up the aisle, spoke her wedding vows and walked back down the aisle on her husband's arm, Nelson Eddy sang "O Promise Me," Fritz Kreisler, accompanied by the Victor Symphony Orchestra, played "Liebesfreud," John Charles Thomas sang "The Lord's Prayer," Dorothy Maynor sang Schubert's "Ave Maria," and the Vienna Opera Chorus and Symphony played and sang "The Bridal Chorus" from Richard Wagner's "Lohengrin."

No queen ever had a more impressive array of talent provide the music at her wedding.

Thomas Mosteller, a Springfield artist, was commissioned by the Unity Society church in the city to do a mural. Something in the traditional style of religious painting was desired. Mosteller sought the help of the Illinois State Library, where he borrowed a large print of DaVinci's "The Last Supper," and used it as a guide to reproduce the famous painting as a mural.

Another Springfield man, Bill Houston, is providing a high quality of entertainment for some of the city's residents who use public transportation. And it is all the result of his frequent use of the State Library's record collection.

Houston drives a bus in Springfield, and brightens his passengers' trips with whistled renditions of famous symphonies. He can whistle Haydn's "Symphony No. 103" in its entirety, but occasionally includes movements from Beethoven's "Fifth" and "Seventh Symphonies." Haydn, however, is his favorite. He has no musical background or education; he "just likes good music."

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Working with other state institutions, the Illinois State Library is contributing to the rehabilitation of men who have, in earlier years, gotten into trouble with the law. At Menard penitentiary, every member of the staff of the prison newspaper, "Menard Times," is taking an adult education reading course through the State Library.

Lowell Webb, an Intertype operator, has taken one course in Practical Printing and is now taking Aeronautics; David R. Saunders, a compositor, is taking Radio; J. R. Pittman, who conducts a column called "Printers' Ink," is also taking radio; Jim McCarthy, who runs the "School News" column, is taking a cartoon course; John Adams, who writes "Front Office News," is taking Journalism.

No academic credit can be given for these courses, because the Illinois State Library is not a school, but these men are learning valuable things which can contribute considerably toward keeping them out of trouble when their terms are completed.

A short time ago one Menard inmate completed his term while he still had about four books to read for the course in Nursing. He also had a term to serve in the Missouri state prison, and upon being transferred there he immediately began inquiring about how he could complete that course. Arrangements were soon made whereby he received the books needed from the Missouri State Library, sent his book reports to the Illinois State Library and, at the conclusion of the course, received his Certificate of Accomplishment from the Illinois State Library.

Like the girl who had the nation's top soloists at her wedding, a man living in the Springfield vicinity has used the Illinois State Library's record collection to accomplish one of his great ambitions.

He is a musician, himself, and like most musicians, would be immensely pleased to be a member of one of the country's great orchestras. With the help of State Library recordings, he does precisely that. He borrows recordings by the New York Philharmonic, the Boston Symphony and other top-flight musical organizations, and while playing them at home, brings out his own instrument. And there he is -- right in the middle of the New York Philharmonic, playing with the best of them.

And then there are bookmobiles, those traveling libraries roaming the countryside where no library service has ever come before, stopping at rural schools, cross-roads hamlets, country town stores, gas stations and barbershops, bringing the world's knowledge with them.

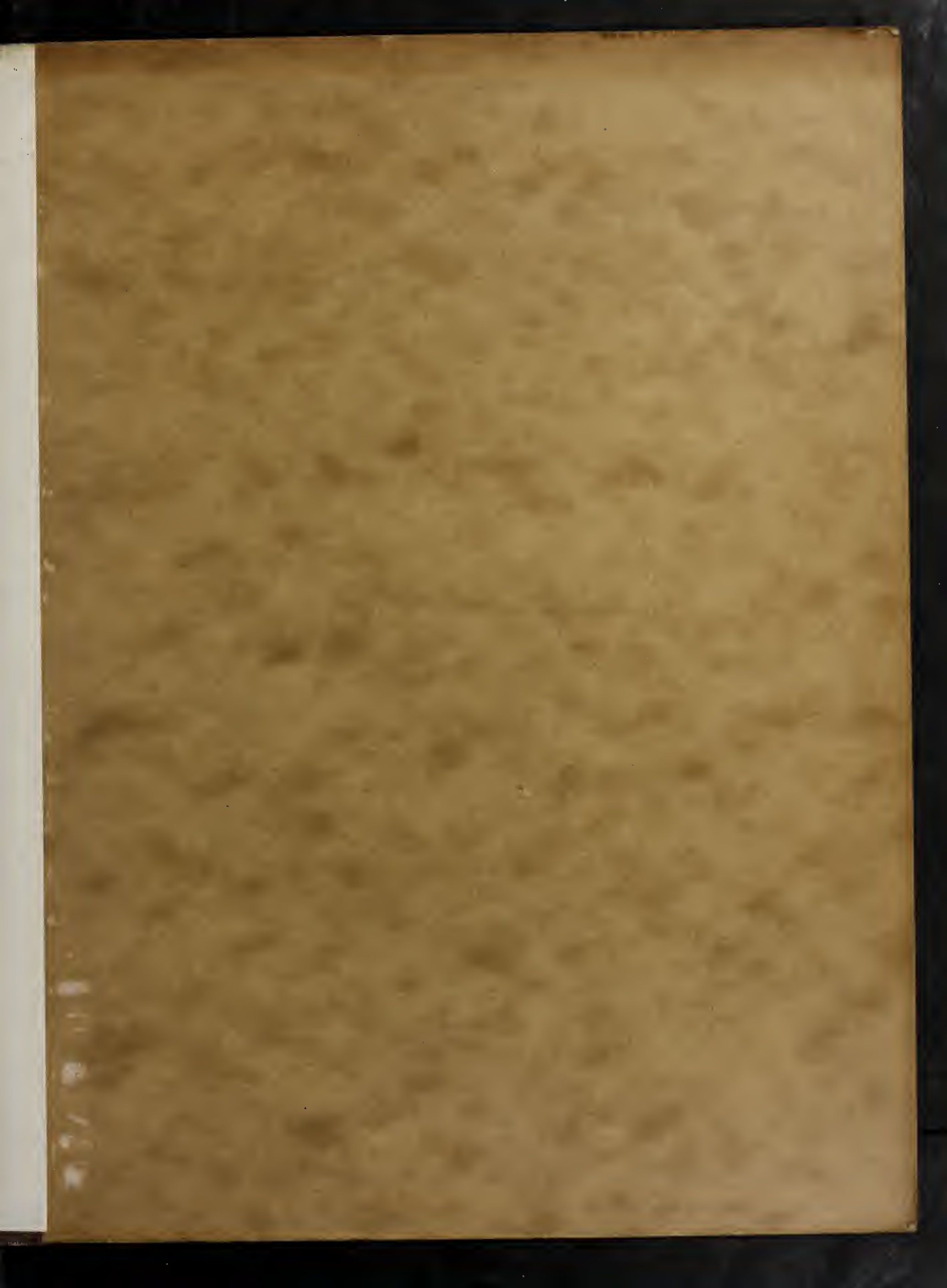
The Illinois State Library's use of bookmobiles is strictly a demonstration of library service, intended to give residents of areas not served by local libraries an opportunity to learn its value so that they may be encouraged to establish their own local service.

The bookmobile service is for everybody in the area -- adults and children -- but it is the children whom it fascinates. The big blue vehicle lumbering over the hill bringing "Alice in Wonderland," "Doctor Dolittle," Indians, travelers, adventurers, heroes and heroines is an eagerly awaited visitor.

Illinois Council

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